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ABSTRACT

This final report describes activities in 1979-80 of the project, Vocational Education Information Services (VEIS), which supported vocational education dissemination in Indiana. The narrative section is divided into sections corresponding to the five project objectives: (1) publish and distribute six special reports and four issues of the newsletter, Communique; (2) provide library services to vocational educators; (3) promote coordination of Indiana's dissemination activities among the network and other State Board of Vocational and Technical Education-funded projects; (4) project future activities and role in fulfilling state information and dissemination needs; and (5) maintain in-house data base. Each section discusses procedures, results, evaluation, conclusions, and recommendations relating to each of the five objectives. Appendixes, amounting to over one-half of the report, include the four issues of Communique, evaluation survey instruments, and a catalog of VEIS holdings (the in-house data bases.) This catalog contains descriptor, identifier, and grant number indexes. (YLB)

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FINAL REPORT

VOCATIONAL EDUCATION INFORMATION SERVICES

3-80-III-1

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FINAL REPORT

Vocational Education Information Services
Part 1: Text

by

JoAnn Brooks

Nancy Steenhausen

Project No. 3-80-III-1

Department of Vocational Education
Indiana University
Bloomington, Indiana

CE 029 851

February 1981

State Board of Vocational and Technical Education
401 Illinois Building
17 West Market Street
Indianapolis, IN 46204

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Project population

Groups	Numbers of persons: Impacted by project	Conducting or giving input
students		
secondary		
postsecondary		
adult		
school personnel		
secondary	5,000	25
postsecondary	1,200	25
adult		
other		
teacher educators	65	10
employers		
employees		
other: state and national administrators	400	50
special needs		
disadvantaged		
handicapped		
migrant		
minority		
limited English proficiency		
other: combination of above	2,000	10

FINAL REPORT ABSTRACT

A. The PRODUCTS(S) and SERVICE(S) developed and delivered by this project are:

1. Information Series report numbers 11 and 12, one SBVTE publication, two promotional brochures, one handbook, four issues of *Communique*, one experimental promotional brochure, eighteen responses to requests for editorial consultation/technical assistance, and responses to 198 requests for materials published.

2. Responses to 364 requests for library services and 90 requests for VEIS information.

3. Coordination and cooperation among the SBVTE-funded dissemination projects. Development of a code on the VEIS mailing list for the personnel of SBVTE-funded projects and bimonthly mailings titled *Notes to Projects* written for and mailed to project personnel.

4. Reports of requests and responses to requests compiled and submitted monthly to the SBVTE as monthly transaction reports. One year outlines of functions and staffing needs in the form of two proposals submitted to the SBVTE for funding. A three year outline of proposed Vocational Education Services functions and staffing needs.

5. An updated mailing list of vocational educators and generation of more than 100,000 mailing labels in response to 95 requests. Addition of 1,105 items to the bibliographic data base and a catalog of VEIS holdings.

B. The specific OBJECTIVES of the project are:

1. Publish and distribute six (6) special reports and four (4) issues of *Communique*.

2. Provide library services to Indiana vocational educators on request by conducting approximately 200 on-line and in-house literature searches, loaning documents, and answering reference questions.

3. Promote coordination of Indiana's dissemination activities among the network and other SBVTE-funded projects.

4. Project Vocational Education Information Services' future activities and its role in fulfilling the state's information and dissemination needs.

5. Maintain in-house data bases.

C. The PROCEDURES for achieving these objectives are:

1. Reviewed, chose, and transformed products for the Information Series and the handbook series. Consulted with personnel with whom special products were being developed, developed formats, edited, and prepared products for printing. Wrote or solicited and edited articles about exemplary SBVTE projects for publication in *Communique* and prepared camera-ready copy for printing. Developed promotional brochure. Disseminated all materials produced to targeted state and national educators and administrators. Consulted and provided technical assistance in writing, editing, designing, etc.

2. Answered 364 requests for library services by loaning documents, providing literature searches and photocopied documents, referring requestors to other sources, and supplying specific answers to questions. Answered 90 requests for information about VEIS by distributing brochures, posters, and informational letters.

3. Attended meetings of the network of SBVTE-funded dissemination projects and participated in network activities. Wrote and disseminated bimonthly mailings, *Notes to Projects*, to personnel of SBVTE-funded projects.

4. Compiled and analyzed reports of monthly transactions. Met with Editorial Advisory Board and discussed publication options. Evaluated publications using mailed surveys. Monitored library and data base use statistics. Included evaluative questionnaire in each literature search response. Met with faculty of the Department of Vocational Education to share statistics, opinions, etc., and discuss plans for the future.

5. Acquired updated mailing lists and directories of vocational educators and administrators in the state and nation and made necessary changes on the mailing data base. Cataloged, indexed, and input records into the bibliographic data base.

D. The expected CONTRIBUTION to or potential IMPACT on vocational education are:

All VEIS activities support Indiana's dissemination activities. These activities contribute to and impact on vocational education by (1) raising awareness and keeping vocational personnel up-to-date, (2) allowing educators equal access to library materials and supplying them with information relevant to their needs to prevent duplication and promote the making of informed decisions, and(3) increasing vocational educators' awareness and knowledge which improves their ability to deliver vocational education.

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Background

Statement of Overall Goal

Vocational Education Information Services (VEIS) is a project which supports vocational education in Indiana by linking educators with the resources and services they need. *Its goal is to support Indiana's dissemination activities by (1) producing materials which address state priorities, (2) supplying information upon request, (3) maintaining a state project library, and (4) providing assistance appropriate to the needs of state staffs and selected target audiences.*

Project Justification

VEIS began in 1972 as a small project funded to produce a newsletter which disseminated information about exemplary projects in Indiana to vocational educators. As the dissemination needs of the SBVTE and the information needs of vocational educators in the state grew, the project gradually expanded. In 1976, it began a publication service to edit and condense selected final reports, program and project abstracts, and position papers. In 1977, it began an information service to provide bibliographies, catalogs, loan documents, and other information services to vocational educators upon request.

The growth of VEIS paralleled the growing national interest in and emphasis on educational dissemination as a strategy for improving education. Research and development (R&D) efforts in the 1970's focused on improving education by updating the methods used to transfer knowledge and technology from the national and state levels to the local level. As a result of these R&D activities, the general dictionary definition of dissemination "to scatter or spread widely" (Random House, 1973, p. 415) became too narrow to encompass the broadening concept of educational dissemination.

In 1977 the Dissemination Analysis Group (DAG), a joint government task force, expanded the definition of dissemination to include four separate meanings (ASE, 1977). Participants at the 1977 Dissemination Forum, in their Statement of Agreement, adopted the following meanings of dissemination (U.S. Department of HEW, 1978, p. 14):

1. Spread: The one-way casting out of knowledge in all its forms--information, products, ideas and materials--"as though sowing seeds."

2. Exchange: The two-way or multiway flow of information, products, ideas and materials as to needs, problems and potential solutions.

3. Choice: The facilitation of national consideration and selection among those ideas, materials, outcomes of research and development, effective educational practices, and other knowledge that can be used for the improvement of education.

4. Implementation: The facilitation of adoption, adaption, and installation of improvements.

The four meanings of dissemination listed above encompass the strategies disseminators use to effect change in the classroom. Although dissemination activities do not necessarily lead to change and can result in decisions to maintain existing practices, when dissemination services are used, the final decision is an *informed* decision.

The difficulty of disseminators' tasks depends on the client's needs. When clients or users of dissemination services know and can express their need for information, products, ideas, and materials, disseminators' tasks are relatively easy. They need only search for or create materials which respond to the need. However, all dissemination efforts are not initiated by an individual client's request. Some are initiated to inform local educators of newly developed practices and procedures. Other efforts facilitate the implementation of these new practices and procedures. These dissemination efforts require much planning, information gathering, and the development of supportive materials.

Emrick and Peterson (1978) reviewed, consolidated, and synthesized five large-scale investigations of educational dissemination before establishing criteria for effective dissemination strategies. They drew two key conclusions regarding dissemination strategies, and they identified implications for dissemination policy and management. Their two conclusions are "some form of personal intermediary of linkage is essential to the dissemination process" and "a relatively comprehensive yet flexible external support system is needed to provide crucial materials and in-person utilization assistance" (Emrick & Peterson, 1978, p. 10). Their implications for policy are (1) dissemination efforts require more time and more resources than had been previously realized, (2) a system which identifies relevant new knowledge and sets priorities and determines strategies for disseminating the knowledge should be established, and (3) a system of intermediaries or linkers should be established. Management implications of the synthesis are (1) a balance between the dissemination organization's size and organizational complexity is most effective, (2) recruitment, selection, and training of staff depends on personal referral networks, self-election, and socialization to a particular project, and (3) a crucial component of effective linker operations is materials development and provision.

Emrick and Peterson's results support the need for developing materials which linkers can use. Hull and Kester (1975) also cite the client's need

for materials and indicate that these needs are different at each stage of adoption. In the awareness stage clients need brief, general information about the innovation and its relationship to their needs. At the information stage clients need detailed information about the innovation's origin, characteristics, and implementation requirements. The evaluation stage produces a need for information which will help clients decide if they have adequate equipment, facilities, and time to implement the product. Clients at the trial stage need detailed information about logistics, scheduling techniques, and ways to reduce the time and work involved in adoption. Those at the adoption stage need information which will help them maintain the innovation. One product for each innovation is usually not enough. Products must be differentiated to meet the needs of various audiences at each stage of adoption.

Thus research has shown that successful dissemination depends on many factors. The two most important are personal contact through a system of linkers and an external support system for the linkers. Through the Indiana Curriculum Materials Center (ICMC), the Indiana Career Resource Center (ICRC), the Careers Resource Project (CRP), and Vocational Education Information Services (VEIS), Indiana has developed a comprehensive system which supports vocational education dissemination. These services currently support the linkers at the SBVTE, the Division of Vocational Education, and the Human Resources Project. ICMC and ICRC also support in-house linkers.

In 1978 VEIS was instrumental in joining these four information centers together to form a cooperating network. This effort gave each center an opportunity to learn more about the other centers. It also gave the centers an opportunity to assess their combined activities, to identify dissemination activities needed in the state, and to explore ways to provide the services needed. This initial cooperation resulted in a joint promotional effort which was used to alert educators in Indiana to the resources and services available to them.

Through attendance at national conferences and on-the-job experience, the VEIS staff has learned much about the field of educational dissemination and has met many innovators in this field. They are aware of recent research and have worked to expand their efforts and define new strategies which support Indiana's need for an "improved coordination, implementation, and dissemination system for research and development activities" (Indiana SBVTE, 1978, p. 112).

There is a continuing need in Indiana to explore, develop, and implement effective dissemination activities. Over the past year VEIS has supported all four aspects of educational dissemination by (1) publishing materials which facilitate the spread of information; (2) providing literature searches, reference assistance, and doculoans to promote information choice; (3) coordinating the network of dissemination services and centers to promote the exchange of information; and (4) providing assistance to SBVTE-funded projects to aid implementation.

In addition, VEIS has explored new dissemination activities and continued to evaluate its on-going services and products to test its

dissemination efforts. This effort has lead to a service which is responsive to its clients and the production of products which suit the needs of Indiana vocational educators.

As part of a comprehensive state dissemination system the activities of VEIS are essential to achieving the most fundamental state objectives because these activities insure widespread knowledge of state priorities and widespread access to research and development information to support the implementation of those priorities. A strong dissemination effort upgrades the quality as well as the image of vocational education programs in Indiana.

Project Summary

Vocational Education Information Services continued its activities to support vocational education dissemination in Indiana during the 1979-80 funding year. The project staff responded to 769 requests for information. These requests included 198 for publications, 22 for editorial assistance, 364 for library services, 90 for general information about VEIS, and 95 for mailing labels.

In addition to responding to requests for publications and technical assistance, the publishing and distributing unit wrote or edited, published, and bulk mailed four issues of *Communique*, an area school directory, a brochure for the Indiana Special Needs Consortium, Information Series reports numbers 11 and 12, and an experimental promotional brochure for Information Series number 7. A handbook on survey design was accepted for publication and the staff researched and wrote a promotional piece on the involvement of business and industry in vocational education which was published and disseminated through another agency.

The staff also wrote five issues of *Notes to Projects* and disseminated each issue to all Indiana projects funded under Subpart 3 of PL 94-482. In total, over 65,600 publications were disseminated through VEIS including 57,907 bulk mailed, 7,338 mailed free in response to requests, 14 sold on a cost-recovery basis, and 350 mailed to projects.

The library staff responded to informational requests by loaning 355 VEIS and 55 Indiana University library documents, providing 146 literature searches and 139 photocopied documents, referring 26 requestors to other sources, and supplying 132 specific answers to questions. Numerous brochures, posters, and informational letters were distributed in response to questions about VEIS. In addition the library staff acquired over 1,200 documents. Of these, 1,105 were cataloged, indexed, and added to the VEIS computer data base. One hundred seventy-six sets of mailing labels totaling more than 100,000 individual labels were supplied to requestors. The staff continued to change and add to the in-house mailing data base and acquired and reformatted the DPI mailing list tape.

Finally, the staff continued its on-going evaluation of products and services and its standard collection of operational statistics to produce monthly transaction and quarterly reports and this final report. These figures also resulted in the development of an outline of projected future services and activities.

Publishing and Distributing

Objective 1

Publish and distribute six (6) special reports and four (4) issues of *Communique*.

Procedures

Procedures followed when preparing and distributing publications varied in accordance with the types of publications prepared.

Special reports. To transform products produced in Indiana for publication in the Information Series, the editors identified topics of interest for wide dissemination in consultation with the State Coordinator for Supportive Services and Program Improvement and members of an Editorial Advisory Board (Appendix A). The primary criteria for selection of products to be published in the Information Series were: (1) effectiveness, (2) significance, and (3) quality.

Once a product was selected for publication in the Information Series, the editors asked the author to revise the product's organization and approach to address the appropriate audience. The primary criteria were that the product be: (1) brief and analytic, (2) well written in simple, direct prose, and (3) well organized and sharply focused.

The editorial board reviewed the revised manuscripts, rated them, and made recommendations for further improvements on the basis of their: (1) clarity and organization, (2) consistency and accuracy in method and content, (3) appropriateness to the needs of the target audience, (4) reflection on Indiana's priorities and quality standards, and (5) potential significance for national circulation. The authors responded to these criticisms and recommendations and returned the manuscripts to the editors.

After receiving the final manuscripts, the editors performed a final edit, supervised the preparation of camera-ready copy, and conducted printing negotiations with the Indiana University Publications and Printing Plant. Upon receipt of the finished products from the printer, project staff distributed the reports in bulk mailings.

To publish abstracts of SBVTE-funded projects in the Information Series, the editors verified all projects funded during the given time period with the monies specified. They obtained abstracts or proposals for the projects and edited them to clearly and concisely summarize the objectives, procedures, and outcomes of the projects. The editors then developed formats for the reports, supervised the preparation of camera-ready copy, and conducted printing negotiations with the Indiana University Publications and Printing Plant. Upon receipt of the finished products from the printer, project staff distributed the reports in bulk mailings.

To publish special reports not included in the Information Series but included instead in the newly developed handbook series, the editors followed the processes developed for selection of reports for publication in the Information Series omitting the final editorial review stages. After a product was reviewed and selected by the editorial board and revised by its author, the editors performed a final edit, developed a publication format, supervised the preparation of camera-ready copy, and conducted printing negotiations with the Indiana University Publications and Printing Plant. Upon receipt of the finished products from the printer, project staff distributed the reports in bulk mailings.

To publish special reports not included in the Information Series or published as handbooks, the editors consulted with the SBVTE staff members and/or the personnel of SBVTE-funded projects with whom the publications were being developed on publication content and format. The editors then developed publication formats, performed final edits, supervised the preparation of camera-ready copy, and conducted printing negotiations with the Indiana University Publications and Printing Plant. Upon receipt of the finished products from the printer, project staff distributed the reports in bulk mailings.

During the course of the funding year, the projected content of two of the special reports contracted were changed under the direction of the SBVTE. The report in the Information Series which was to abstract, summarize, and analyze all placement and follow-up projects funded by the SBVTE since fiscal year 1975 was eliminated because these projects are included in the regularly published abstracts of research and exemplary projects. This report was replaced by a handbook which outlines basic concepts and principles of survey design that, when applied in the design and implementation of student follow-up, employer, and other types of surveys, can help improve the quality of the data collected. The new series explaining the concepts of performance based vocational education was eliminated because, although copy had been prepared for the first report in the series, sufficient personnel were not available to write succeeding reports. These reports were replaced by other reports in the Information Series and by work on a special project which profiles the involvement of business and industry in vocational education.

Communique. To publish the quarterly newsletter *Communique*, the editors attended state conferences and reviewed all SBVTE-funded projects as they were funded to gather ideas and information suitable for publication in the newsletter. They also sought ideas for articles from state staff members who monitored or administered projects and from vocational educators working in the field.

After identifying topics and projects suitable for publication in the newsletter, the editors solicited articles from appropriate personnel. When personnel were not able to write articles, the editors wrote articles based on the information they were given.

In preparation for the printing of the newsletter, the editors edited the articles submitted, wrote articles, developed publication formats, supervised the production of camera-ready copy, and conducted printing negotiations with the Indiana University Publications and Printing Plant. Upon receipt of the finished products from the printer, project staff distributed the newsletters in bulk mailings.

Experimental products. In an effort to experiment with the effectiveness of different dissemination techniques and to determine whether the educational administrators who receive special reports share them with teachers and counselors, the editors wrote, formatted, and arranged the printing of a brochure promoting the availability of Information Series report number seven *Vocational Programs in Indiana for Special Needs Students, 1978-1979.*

Project staff mailed the brochure to 1,936 secondary vocational teachers, 1,450 secondary special education teachers, and 1,412 secondary guidance counselors in a bulk mailing.

Editorial consultation and technical assistance. In addition to publishing the materials required under contract with the SBVTE and developing experimental products, the editors provided editorial consultation and technical assistance to SBVTE-recommended projects and to state staff members.

The procedures followed when consulting and assisting varied in accordance with the types of requests received. The procedures followed included: (1) writing articles, (2) editing articles prior to publication in national journals, (3) editing papers for presentations at national conferences, (4) reviewing materials suggesting changes for improvement, (5) developing layouts for new materials, (6) developing and revising proposal writing guidelines and forms, (7) preparing technical portions of materials for printing, and (8) printing materials developed.

Results

Special reports. The following special reports were produced and distributed by the project (see Appendix B for copies of the reports):

Title	Type of publication	Number bulk mailed
Secondary Area Vocational System Spring 1980	SBVTE-publication	1,807
Indiana Consortium for Vocational Special Needs Personnel Development	brochure	5,276
A Local School Implementation Plan for Performance Based Vocational Education	Information Series No. 11, project report	1,253
Vocational Education Research and Exemplary Projects in Indiana, 1978 and 1979	Information Series No. 12 project abstract	1,218
A Profile of Involvement: Business, Industry, Vocational Education	promotional	disseminated through the Institute for Performance Based Industrial Training and the SBVTE
Critical Issues in Survey Design	handbook	in press

Communique. The following issues of *Communique* were published and distributed by the project (see Appendix C for copies of the newsletters):

Number	Date	Number bulk mailed
Number 23	Winter 1980	6,387
Number 24	Spring 1980	6,119
Number 25	Summer 1980	6,282
Number 26	Fall 1980	6,031

Experimental products. A brochure titled "What's Happening in Special Needs" was produced to advertise the availability of Information Series report number seven *Vocational Programs in Indiana for Special Needs Students, 1978-1979*. A copy of the brochure is presented in Appendix D.

In response to the 4,798 promotional brochures bulk mailed, the project distributed 996 copies of the report advertised to secondary vocational teachers, special education teachers, and guidance counselors.

Editorial consultation and technical assistance. The project received 22 requests for editorial consultation and/or technical assistance. Eighteen of these requests actually resulted in the provision of consultation and/or

assistance. The following list identifies the results of responding to requests for editorial consultation and/or technical assistance:

1. an article in the November, 1979 issue of the Indiana Vocational Association newsletter *News and Views*. The article synthesized the speeches of the three keynote speakers at the 1979 Indiana Vocational Conference.

2. edited version of an article written by Geneva Fletcher, Deputy State Director for Vocational Education, for publication in the journal of the American Vocational Association *VocEd*.

3. conduct of one portion of a CETA/YETP workshop instructing participants on how to write a "good" project abstract.

4. edited version of the paper, "Computing Cost-Benefit Analysis as Criteria for Social Investment in Education," presented by Dr. Jin Eun Kim at the convention of the American Educational Research Association.

5. design, layout, paste-up, and printing of a new SBVTE publication, titled FACTS (13,000 blank copies printed).

6. design, layout, paste-up, and printing of a new SBVTE publication, titled ACTION (13,000 blank copies printed).

7. review of the Indiana Curriculum Materials Center publication, *Cooperative Education Guide for Special Needs Students*, making comments and suggesting changes for improvement.

8. guidelines for writing research, development, implementation, and service proposals revised and combined into one form, reformatted, retyped, and printed.

9. May 20, 1980 issue of ACTION pasted-up, 1,250 copies duplicated, 1,169 copies prepared for mailing and bulk mailed.

10. June 3, 1980 issue of ACTION pasted-up, 1,300 copies duplicated, 1,178 copies prepared for mailing and bulk mailed.

11. design, layout, paste-up, and printing of 3,000 sheets of SBVTE notepaper.

12. July 22, 1980 issue of ACTION pasted-up, 1,200 copies duplicated, 1,170 copies prepared for mailing and bulk mailed.

13. an article in the November, 1980 issue of the Indiana Vocational Association newsletter *News and Views*. The article summarized the speech made at the opening general session of the 1980 Indiana Vocational Conference.

14. final layout, typing, and paste-up of the August 4, 1980 issue of FACTS titled, "Public Opinion." Duplicating of 2,175 copies of the issue, 2,054 copies prepared for mailing and bulk mailed.

15. final layout, typing, and paste-up of the August 6, 1980 issue of FACTS titled "Needed: More Vocational Teachers." Duplicating of 850 copies for distribution at the 1980 Indiana Vocational Conference.

16. September 2, 1980 issue of ACTION pasted-up, 1,253 copies duplicated, 1,165 copies prepared for mailing and bulk mailed.

17. edited version of an article written by Carol Hodgson, State Coordinator for Accountability, for publication in the journal of the American Vocational Association *VocEd*.

18. abstract form to accompany proposals for funds for programs for the disadvantaged and handicapped.

According to statistics presented in the VEIS transaction reports submitted monthly to the SBVTE, in addition to publishing and distributing the materials required under contract, developing experimental products, and providing editorial consultation and technical assistance, VEIS staff responded to 198 requests for publications by distributing 7,352 publications to requestors in 11 different user groups.

Table 1 identifies the number of requests for publications by user group. Table 2 identifies the types and numbers of publications distributed in response to these requests.

TABLE 1: Publication requests by user group

User group	*Number of requests*
SBVTE project	36
SBVTE staff	26
Division staff	5
Secondary administration	4
Secondary faculty	10
Postsecondary administration	9
Postsecondary faculty	19
Library/information service	21
Out-of-state	39
Other	27
TOTAL	198

TABLE 2: Publications distributed in response to requests

Type of publication	Number of requests	Number distributed		Total distributed
		Free distribution	Cost recovery	
SBVTE publication				
Reaching Out Through Vocational Education . .	4	412		412
Rules, Guidelines, and Application Procedures .	24	1,248		1,248
Secondary Area Vocational System, Spring 1980. . .	22	277		277
ACTION	8	8		8
FACTS	5	850		850
Cost-Effectiveness				
Postsecondary Cost-Effectiveness Administrator's Manual	4	8	1	9
Postsecondary Cost-Effectiveness Technical Report	4	18	1	19
Brochure				
Indiana Consortium for Vocational Special Needs Personnel Development. .	10	2,220		2,220
Information Series				
# 1	1	1		1
# 2	4	109		109
# 3	3	28		28
# 4	5	169		169
# 5	12	330		330
# 6	5	110		110
# 7	8	1,003	1	1,004
# 8	28	116	11	127
# 9	21	174		174
#10				
#11				
#12				
Communique				
#18	2	5		5
#19	3	11		11
#20	3	4		4
#21	2	33		33
#22	2	114		114
#23	4	6		6
#24	4	12		12
#25	5	56		56
#26				
Other	6	16		16
TOTAL	198	7,338	14	7,352

Addition of the distribution figures presented in Table 2 and the bulk mailing figures presented earlier in this section totals 65,259. This number is the total number of publications disseminated under objective one during the project year. Table 3 presents a breakdown of publication distribution for the year by publication type.

TABLE 3: Total publications distributed during the project year under objective one

Type of publication	*Number distributed*			*Total distributed*
	Free distribution	*Cost recovery*	*Bulk mailing*	
SBVTE publication . .	2,795		8,543	11,338
Cost-effectiveness .	26	2		28
Brochure	2,220		5,276	7,496
Information series . .	2,040	12	2,471	4,523
Communique.	241		36,819	37,060
Experimental product .			4,798	4,798
Other	16			16
TOTAL.	7,338	14	57,907	65,259

Evaluation

Special reports. The reports in the VEIS Information Series were evaluated using a mail survey instrument. The survey instrument was developed by the project editors, reviewed by the SBVTE project monitor, and revised on the basis of comments resulting from review prior to mailing. The instrument was mailed immediately following the mailing of Information Series report number 11.

The survey sought to gain information in three general areas: (1) how educators use the VEIS Information Series reports and how they rate the usefulness of the reports, (2) how the reports have effected teaching content and methods, and (3) what types of publications educators would like to have available including suggested topics. Copies of the survey instrument and cover letter are presented in Appendix H.

Twenty percent of each of five populations on the VEIS mailing list that receive each Information Series report were randomly selected to receive the mail survey instrument. The sample groups surveyed included: (1) staff members of state agencies, boards and commissions (hereafter called state staffs); (2) postsecondary vocational administrators (hereafter called postsecondary administrators); (3) secondary vocational directors and administrators (hereafter called secondary administrators); (4) vocational teacher educators

(hereafter called teacher educators); and (5) secondary guidance directors (hereafter called guidance directors). Table 4 indicates response rates.

TABLE 4: Response rates to mail survey

Group	*Surveys mailed*	*Surveys returned*	*Response rate %*
State staffs	16	3	18.8
Postsecondary administrators . .	46	18	39.1
Secondary administrators	26	12	46.2
Teacher educators	25	8	32.0
Guidance directors	31	7	22.6
TOTAL	144	48	33.3

Summaries and discussion of the responses to the survey follow. The first portion of the discussion of findings relates to questions which sought to determine how educators use the VEIS Information Series reports and how they rate the usefulness of the reports. Table 5 identifies the ways in which respondents use the Information Series reports.

As evidenced by Table 5, the majority of the total sample "scanned" the reports and fewer respondents "read" them. The highest percentages of those who "read" the reports included state staffs (66.6%), postsecondary administrators (44.4%), and secondary administrators (41.7%). Over half of the total sample "referred to" the reports and once again the highest percentages of those who "referred to" the reports included state staffs (66.6%), postsecondary administrators (72.2%), and secondary administrators (75.0%). A low number of respondents, slightly over half, "shared" the reports with others, however, three quarters of the sample did "file" the reports for future use. Twenty-one percent of the respondents "implemented" the reports as part of their programs. The highest percentages of those who "implemented" included secondary administrators (25%) and teacher educators (25%).

Table 6 shows how respondents rated the overall usefulness of the reports. Examination of Table 6 reveals that for the total sample the reports had been of "some" use. The usefulness rating increased to nearly "a lot" for state staffs (3.7) and slightly over "some" (3.3) for postsecondary administrators. The usefulness rating decreased to "a little" for guidance directors.

TABLE 5: Responses to items relating to uses of Information Series reports

Item/Response	*Response rates (frequencies)*					*Total (N=48)*
	State staffs (N=3)	*Postsecondary administrators (N=18)*	*Secondary administrators (N=12)*	*Teacher educators (N=8)*	*Guidance directors (N=7)*	
Scanned						
Yes	2	14	9	6	6	37
No	--	1	2	--	--	3
No response	1	3	1	2	1	8
Read						
Yes	2	8	5	2	2	19
No	--	4	3	2	2	11
No response	1	6	4	4	3	18
Studied						
Yes	2	5	3	2	2	14
No	--	6	5	2	2	15
No response	1	7	4	4	3	19
Referred to						
Yes	2	13	9	3	2	29
No	--	2	2	1	2	7
No response	1	3	1	4	3	12
Shared with others						
Yes	2	9	7	3	5	26
No	--	3	2	1	--	6
No response	1	6	3	4	2	16
Filed for use						
Yes	3	13	10	7	3	36
No	--	1	1	1	1	4
No response	--	4	1	--	3	8
Implemented as part of your program						
Yes	1	4	3	2	--	10
No	--	4	5	2	4	15
No response	--	10	4	4	3	21

TABLE 6: Responses to question 5, "On a general basis have the Information Series reports been useful to you?"

Groups	*Response categories (frequencies)*							$\bar{X}$*
	No response	*No opinion*	*None 1*	*A little 2*	*Some 3*	*A lot 4*	*A great deal 5*	
State staffs (N=3)	--	--	--	--	2	--	1	3.7
Postsecondary administrators (N=18)	1	--	--	4	6	5	2	3.3
Secondary administrators (N=12)	--	--	1	4	3	2	2	3.0
Teacher educators (N=8)	3	--	2	--	2	--	1	2.6
Guidance directors (N=7)	1	--	2	2	2	--	--	2.0
TOTAL (N=48)	5	--	5	10	15	7	6	3.0

*In this and subsequent tables, means were computed only for those response categories assigned values.

Table 7 identifies the Information Series reports respondents perceived as being most useful.

TABLE 7: Responses to question 7, "Which one of the Information Series reports have you found most useful?"

Group	Responses (frequencies)													
Group	No response	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	Rules, Guide-lines..	Area Vo-cational System
State staffs (N=3)	--	--	--	--	--	1	--	--	1	--	--	1	--	1
Postsecondary administrators (N=18)	10	--	--	1	3	3	2	2	2	2	3	2	--	--
Secondary administrators (N=12)	6	1	--	2	1	--	1	--	--	1	1	4	--	1
Teacher educators (N=8)	6	--	--	--	--	2	--	--	--	--	--	--	1	--
Guidance directors (N=7)	6	--	--	--	--	--	--	--	--	--	--	1	--	--
TOTAL (N=48)	28	1	--	3	4	6	3	2	3	3	4	8	1	2

As evidenced by Table 7, overall the respondents found Information Series report number 11 most useful. The fact that this report was mailed immediately before the survey was mailed and respondents were, therefore, probably most aware of it may have influenced this response. However, the report is more "handbook" oriented than any other report in the Information Series and this may also have influenced responses.

Along with Information Series report number 11 other reports on the topic of performance based vocational education received high ratings of usefulness. Reports of abstracts of SBVTE-funded projects were second in ratings of usefulness. Of all the groups surveyed postsecondary administrators were most diversified in their selection of reports they had found useful.

Comments written in response to question 7 include one from a secondary administrator and one from a guidance director. The secondary administrator wrote:

> The problem with use is not in the material but me. I have not taken the time to study as I want the wide variety of research material available.

The guidance director wrote:

> Although the reports are informative, we are probably a little guilty of not utilizing their benefits and much as we should.

The following portion of the summary and discussion of findings relates to the questions which sought to determine how the Information Series reports have effected teaching content and methods. Table 8 identifies the degree to which Information Series reports have effected course content. Table 9 identifies the degree to which the Information Series reports have effected course offerings. Table 10 identifies the degree to which the Information Series reports have effected evaluation. Table 11 identifies the degree to which the Information Series reports have effected the updating of teachers and teaching content.

Review of Tables 8, 9, 10, and 11 reveals that the Information Series reports have had more effect on evaluation and updating teachers and teaching content than on course content. They have had the least effect on course offerings.

In the area of course content (Table 8), the reports have had "a little" effect in changes on course content, changes in teaching methods, additions to course content, and changes in classroom materials and almost no effect or deletions in course content for the total sample. In the specific areas of changes in course content and teaching methods the reports have effected state staff (3.0) and postsecondary administrators (2.2) most. In the specific areas of additions to course content and changes in classroom materials the reports have effected state staffs (2.5) and teacher educators (2.6) most.

In the area of course offerings (Table 9), the reports have had "a little"effect on decisions to expand course offerings, but almost no effect on decisions to limit or eliminate course offerings.

In the area of evaluation (Table 10), the reports have had "a little" effect on changes in evaluation and evaluation methods for the total sample. In these areas the reports have effected secondary administrators (2.5) most.

For the total sample, the reports have had the most effect on updating teachers and teaching content. Both state staffs and teacher educators reported "some" effect on updating teachers. State staffs also reported "some" effect on updating teaching content as did teacher educators.

From the review of the Information Series reports effect on teaching content and methods it appears that overall the reports have had only "a little" effect. The responses indicate that the respondents use the reports to update themselves and teachers and based on what they learn make changes in and additions to course content, materials used, and evaluation.

TABLE 8: Responses to items relating to Information Series reports effect on course content

Item/Group	Response categories (frequencies)							$\bar{X}$
	No response	No opinion	None 1	A little 2	Some 3	A lot 4	A great deal 5	
A change in course content								
State staffs (N=3)	2	--	--	--	1	--	--	3.0
Postsecondary administrators (N=18)	2	1	8	1	3	1	2	2.2
Secondary administrators (N=12)		1	4	5	2	--	--	1.8
Teacher educators (N=8)	3	--	3	--	1	1	--	2.0
Guidance directors (N=7)	1	--	4	2		--	--	1.3
TOTAL (N=48)	8	2	19	8	7	2	2	1.9
A change in the way a particular course is being taugh								
State staffs (N=3)	2	--	--	--	1	--	--	3.0
Postsecondary administrators (N=18)	3	1	7	1	5		1	2.1
Secondary administrators (N=12)		--	4	5	2	--	1	2.1
Teacher educators (N=8)	3	--	3	1	--	1	--	1.8
Guidance directors (N=7)	2	--	5	--	--	--	--	1.0
TOTAL (N=48)	10	1	19	7	8	1	2	1.9
A deletion in course content								
State staffs (N=3)	2	--	1	--	--	--	--	1.0
Postsecondary administrators (N=18)	3	3	7	3	1	1	--	1.7
Secondary administrators (N=12)	--	1	4	5	2		--	1.8
Teacher educators (N=8)	4	--	4	--	--	--	--	1.0
Guidance directors (N=7)	2	--	5	--	--	--	--	1.0
TOTAL (N=48)	11	4	21	8	3	1		1.5

TABLE 8: *(continued)*

Item/Group	*Response categories (frequencies)*							$\bar{X}$
	No response	*No opinion*	*None 1*	*A little 2*	*Some 3*	*A lot 4*	*A great deal 5*	
An addition to course content								
State staffs (N=3)	1	--	--	1	1	--	--	2.5
Postsecondary administrators (N=18)	3	2	6	2	4	--	1	2.1
Secondary administrators (N=12)	--	1	7	1	2	--	1	1.8
Teacher educators (N=8)	3	--	2	--	2	--	1	2.6
Guidance directors (N=7)	2	--	5	--	--	--	--	1.0
TOTAL (N=48)	9	3	20	4	9	--	3	1.9
A change in materials used in the classroom								
State staffs (N=3)	1	--	--	1	1	--	--	2.5
Postsecondary administrators (N=18)	2	3	5	3	4	--	1	2.2
Secondary administrators (N=12)	--	1	7	1	2	--	1	1.8
Teacher educators (N=8)	3	--	2	--	2	--	1	2.6
Guidance directors (N=7)	2	--	5	--		--	--	1.0
TOTAL (N=48)	8	4	19	5	9	--	3	2.0

TABLE 9: Responses to items relating to Information Series reports effect on course offerings

Item/Group	Response categories (frequencies)							$\bar{X}$
	No response	*No opinion*	*None* 1	*A little* 2	*Some* 3	*A lot* 4	*A great deal* 5	
Expand course offerings								
State staffs (N=3)	1	--	1	--	1	--	--	2.0
Postsecondary administrators (N=18)	2	3	6	2	4	--	1	2.1
Secondary administrators (N=12)	2	1	5	3	--	1	--	1.7
Teacher educators (N=8)	3	--	3	1	1	--	--	1.6
Guidance directors (N=7)	1	--	3	3	--	--	--	1.5
TOTAL (N=48)	9	4	18	9	6	1	1	1.8
Limit course offerings								
State staffs (N=3)	2	--	1	--	--	--	--	1.0
Postsecondary administrators (N=18)	3	4	8	2	1	--	--	1.4
Secondary administrators (N=12)	2	1	7	1	1	--	--	1.3
Teacher educators (N=8)	3	--	4	--	1	--	--	1.4
Guidance directors (N=7)	2	--	4	1	--	--	--	1.2
TOTAL (N=48)	12	5	24	4	3	--	--	1.4
Eliminate course offerings								
State staffs (N=3)	2	--	1	--	--	--	--	1.0
Postsecondary administrators (N=18)	3	4	7	4	--	--	--	1.4
Secondary administrators (N=12)	2	1	7	1	1	--	--	1.3
Teacher educators (N=8)	3	--	4	--	1	--	--	1.4
Guidance directors (N=7)	2	--	4	1	--	--	--	1.2
TOTAL (N=48)	12	5	23	6	2	--	--	1.3

TABLE 10: Responses to items relating to Information Series reports effect on evaluation

Item/Group	*Response categories (frequencies)*							$\bar{X}$
	No response	*No opinion*	*None* 1	*A little* 2	*Some* 3	*A lot* 4	*A great deal* 5	
A change in evaluation of specific vocational courses								
State staffs (N=3)	2	--	1	--	-	--	--	1.0
Postsecondary administrators (N=18)	4	3	5	1	2	3	--	2.3
Secondary administrators (N=12)	--	1	3	3	2	2	1	2.5
Teacher educators (N=8)	3	--	3	1	--	--	1	2.0
Guidance directors (N=7)	2	--	4	1	--	--	--	1.2
TOTAL (N=48)	11	4	16	6	4	5	2	2.1
A change in evaluation methods								
State staffs (N=3)	2	--	--	--	1	--	--	3.0
Postsecondary administrators (N=18)	3	2	6	1	4	2	--	2.2
Secondary administrators (N=12)	--	1	4	2	2	1	2	2.5
Teacher educators (N=8)	3	--	3	1	--	1	--	1.8
Guidance directors (N=7)	2	--	4	1	--	--	--	1.2
TOTAL (N=48)	10	3	17	5	7	4	2	2.1

TABLE 11: Responses to items relating to Information Series reports effect on updating teachers and teaching content

Item/Group	*Response categories (frequencies)*							$\bar{X}$
	No response	*No opinion*	*None 1*	*A little 2*	*Some 3*	*A lot 4*	*A great deal 5*	
Updating teachers								
State staffs (N=3)	--	--	1	--	1	--	1	3.0
Postsecondary administrators (N=18)	3	1	7	1	2	3	1	2.3
Secondary administrators (N=12)	1	--	4	2	2	2	1	2.5
Teacher educators (N=8)	3	--	2	--	1	--	2	3.0
Guidance directors (N=7)	1	--	2	2	2	--	--	2.0
TOTAL (N=48)	8	1	16	5	8	5	5	2.4
Updating teaching content								
State staffs (N=3)	1	--	--	--	2	--	--	3.0
Postsecondary administrators (N=18)	2	3	7	1	4	1	--	1.9
Secondary administrators (N=12)	1	--	4	3	2	2	--	2.2
Teacher educators (N=8)	3	--	3	--	--	--	2	2.6
Guidance directors (N=7)	2	--	3	2	--	--	--	1.4
TOTAL (N=48)	9	3	17	6	8	3	2	2.1

The final portion of the summary and discussion of findings relates to questions which sought to determine what types of publications educators would like to have available including suggested topics. Table 12 identifies response rates to question 6 which listed types of publications and asked respondents to indicate their attitudes toward the usefulness of these types of publications.

TABLE 12: Responses to question regarding types of reports respondents would find useful

Items/Groups	*Response categories (%)*			
	No response	*Yes*	*No*	*No opinion*
Position papers written by practitioners on high priority topics in the state				
State staffs (N=3)	--	66.7	33.3	--
Postsecondary administrators (N=18)	16.7	66.7	16.7	--
Secondary administrators (N=12)	16.7	66.7	--	16.7
Teacher educators (N=8)	37.5	50.0	12.5	--
Guidance directors (N=7)	14.3	14.3	28.6	42.9
TOTAL (N=48)	18.8	56.3	14.6	10.4
Collection of abstracts of research projects funded in the current year				
State staffs (N=3)	--	66.7	33.3	--
Postsecondary administration (N=18)	22.2	55.6	22.2	--
Secondary administrators (N=12)	8.3	41.7	25.0	25.0
Teacher educators (N=8)	37.5	12.5	25.0	25.0
Guidance directors (N=7)	14.3	14.3	28.6	42.9
TOTAL (N=48)	18.8	39.6	25.0	16.7
Edited versions of final reports of SBVTE-funded projects				
State staffs (N=3)	--	33.3	33.3	33.3
Postsecondary administrators (N=18)	16.7	72.2	11.1	--
Secondary administrators (N=12)	25.0	41.7	8.3	25.0
Teacher educators (N=8)	50.0	25.0	25.0	--
Guidance directors (N=7)	14.3	28.6	14.3	42.9
TOTAL (N=48)	23.0	48.0	14.6	14.6

TABLE 12: *(continued)*

Items/Groups	*Response categories (%)*			
	No response	*Yes*	*No*	*No opinion*
"How to" handbooks				
State staffs (N=3)	33.3	66.7	--	--
Postsecondary administrators (N=18)	11.1	83.3	--	11.1
Secondary administrators (N=12)	16.7	75.0	--	8.3
Teacher educators (N=8)	37.5	50.0	12.5	--
Guidance directors (N=7)	14.3	57.1	14.3	14.3
TOTAL (N=48)	18.8	70.8	4.2	6.3
Syntheses of reports of projects conducted on the same topic				
State staffs (N=3)	--	66.7	--	33.3
Postsecondary administrators (N=18)	16.7	72.2	5.6	5.6
Secondary administrators (N=12)	16.7	41.7	16.7	25.0
Teacher educators (N=8)	37.5	25.0	25.0	12.5
Guidance directors (N=7)	14.3	28.6	42.9	14.3
TOTAL (N=48)	18.8	50.0	16.7	14.6
Four or five page documents reporting the findings of SBVTE-funded research projects				
State staffs (N=3)	--	66.7	--	33.3
Postsecondary administrators (N=18)	16.7	61.1	11.1	11.1
Secondary administrators (N=12)	--	50.0	8.3	41.7
Teacher educators (N=8)	37.5	37.5	25.0	--
Guidance directors (N=7)	14.3	42.9	28.6	14.3
TOTAL (N=48)	14.6	52.1	14.6	18.6

As evidenced by Table 12, the total sample's responses indicate that "how to" handbooks would be the most useful type of publication. "How to" handbooks are followed in order from most to least useful by position papers, short documents reporting research findings, syntheses of projects, edited final reports, and collections of abstracts.

Individual analysis of the sample groups shows that:

1. state staffs indicated that edited final reports would be least useful and all other options would have equal usefulness.

2. postsecondary administrators indicated that "how to" handbooks would be most useful followed by syntheses of projects and edited final reports and that collections of abstracts would be least useful.

3. secondary administrators indicated that "how to" handbooks would be most useful followed by position papers and short documents reporting research respectively and that the other three options would be equally useful.

4. teacher educators indicated that "how to" handbooks and position papers would be most useful and that collections of abstracts would be least useful.

5. guidance directors indicated that "how to" handbooks followed by short documents reporting research results would be most useful and that position papers and collections of abstracts would be least useful.

When questioned as to the suitability of the format of the Information Series reports, the majority of those who wrote comments indicated that the present format is satisfactory and did not suggest changes. Those respondents who did suggest changes in response to this question indicated the need for change in content rather than change in format. The most prevalent suggestion was to publish more "how to." Fifty percent of the secondary administrators who responded to this question suggested the current format be changed to include more "how to."

There were no obvious patterns resulting from the question which asked respondents to suggest topics for future Information Series reports. Topics suggested by the sample groups follow:

State staffs
- -listing of modules for health occupations

Postsecondary administrators
- -staff development
- -vocational counseling (attrition problems), placement, and follow-up
- -regional communication
- -successful curriculum development ideas (not limited to PBVE)
- -views on secondary-postsecondary sharing facilities and planning curriculum
- -industry-vocational education relationships
- -summaries of evaluation visitations noting common weaknesses, strengths, etc.
- -sex bias; equal opportunity

-displaced homemakers and other special target groups
-administration of vocational education
-cooperative vocational education

Secondary administrators
-alternative sources of funds and equipment
-sources for classroom useable instructional materials for teachers
-public relations successes
-successful linkages--how they were developed and are maintained
-proposal writing information
-general curriculum methods and information showing PBVE is not the only way
-how to write PBVE objectives and course outlines
-IEP's for all vocational students
-syntheses of what others are doing around the state

Teacher educators
-coordinator's handbook
-model training plans updated so they are performance based
-evaluation/assessment of the special needs learner in vocational education
-research in vocational education methods, evaluations, and educational delivery systems broadened to more than just PBVE

Guidance directors
-I think you have sent the report to the wrong person
-I am not involved with curriculum development. Your information is more pertinent for others.

After analysis of the findings of the survey of the VEIS Information Series reports, the following conclusions can be drawn:

1. The majority of the respondents scanned the reports.
2. Those respondents who read the reports were more likely to refer to them.
3. Those respondents who read the reports rated the overall usefulness of the reports higher.
4. Respondents share the reports only to a limited extent.
5. The Information Series report which is the most "handbook" oriented (number 11) was judged most useful.
6. The major effect of the Information Series reports has been on updating teachers and teaching content.
7. The respondents would like the reports in the Information Series to be more diversified.
8. All respondents agreed "how to" handbooks would be the most useful type of publication.
9. With the exception of "how to" handbooks, respondents' selection of useful reports varied by sample group.

10. In all cases the reports were least useful and used least by guidance directors.

11. Respondents were satisfied with the format of the Information Series reports.

Based on the conclusions of the study the following recommendations can be made:

1. Report content and length should be adapted to encourage reading rather than scanning.

2. Means for promoting sharing and/or implementing differentiated dissemination strategies to create a wider audience for the reports need to be studied since recipients are not sharing the reports.

3. The types of publications included in the Information Series need to be more diversified, placing special emphasis on publishing "how to" handbooks.

4. Mailing lists for the reports should be more variable depending on type of publication mailed.

Communique. The quarterly newsletter *Communique* was evaluated using a mail survey instrument. The survey instrument was developed by the project editors, reviewed by the SBVTE project monitor and faculty of the Indiana University Department of Vocational Education, and revised on the basis of comments resulting from review prior to mailing. The survey was designed to evaluate the uses and usefulness of *Communique* and to formulate a plan for improvement of *Communique*. A copy of the survey instrument is presented in Appendix F.

The survey was mailed to a random sample of 8% of the population on the VEIS mailing list that regularly receives *Communique*. A total of 474 surveys were mailed. In order to assure respondents knew exactly which newsletter the survey pertained to, the instruments were folded in the Spring 1979 issue of *Communique* and mailed with that issue. An article regarding the survey was included in the issue to alert readers that the survey was being conducted.

As a result of the mail survey, 26 surveys were returned for a response rate of 5.5%. In an effort to increase the response rate, copies of the survey were displayed at the VEIS exhibit at the August 1979 Indiana Vocational Conference and passers by were asked to complete the survey. In response to this effort, eight more surveys were completed for a final response rate of 7.2%.

The following tables summarize the responses to the survey items relating to the uses and usefulness of *Communique*. Table 13 identifies the ways in which respondents use *Communique*. Table 14 shows how useful *Communique* has been to respondents in three different areas. Table 15 identifies the percent of respondents who use articles in the newsletter as a basis for information and follow-up by contacting authors for further information.

TABLE 13: Responses to question 2, "How do you use *Communique:*"

Item	*Response categories (frequencies)*	
	Yes	*No*
scan	22	12
read carefully	14	20
share with others	22	12
file for use as a reference. .	10	24
use information to effect improved classroom practices . .	10	24
use information to effect improved administration/management practices	7	27
use information to improve programs or courses	9	25

TABLE 14: Responses to question 1, "To what extent have the articles in *Communique:*" (N=34)

Item	Response categories (frequencies)						$\bar{X}$ *
	None 1	*A little* 2	*Some* 3	*A lot* 4	*A great deal* 5	*Not enough information to judge* --	
contributed to your knowledge base	1	1	21	6	4	2	3.4
helped in your work	3	4	18	3	3	3	3.0
been relevant to your needs	1	5	15	6	5	2	3.3

*Means were computed only for those response categories assigning values.

TABLE 15: Responses to question 5 regarding follow-up on articles in *Communique* (N=34)

Question	Response categories (%)		
	Yes	*No*	*Don't remember*
Have you ever followed up on an article in *Communique* by contacting the person(s) listed at the end of the article? . .	35.3	64.7	

Tables 16, 17, and 18 identify respondents response to questions asked for the purpose of planning improvement of *Communique*.

TABLE 16: Responses to question 3 regarding adequacy of information in *Communique* articles (N=34)

Question	Response categories (%)		
	Yes	*No*	*Undecided*
Do articles in *Communique* present enough information to suit your needs?	70.6	11.8	17.6

TABLE 17: Responses to question 4 regarding completeness of articles in *Communique* (N=34)

Question	Response categories (%)		
	More detailed	*Less detailed*	*Kept as they are*
Would articles in *Communique* be more useful to you if they were:	20.6	0.0	79.4

TABLE 18: Responses to question 6, "Would you like *Communique* to include:" (N=34)

Item	Response categories (%)		
	Yes	*No*	*Undecided*
More information about new books, materials, and resources available to vocational educators	67.6	11.8	20.6
Short abstracts of SBVTE-funded projects as they are funded	55.9	17.6	26.5
More research-oriented information that will assist in improving classroom practices	64.7	20.6	14.7
More research-oriented information that will assist in improving administration/management practices	47.1	29.4	23.2
More information about new ideas and innovations in vocational education	94.1	--	5.9

Based on analysis of the data presented in Tables 13, 14, 15, 16, 17, and 18 the following statements can be made:

1. Those who receive *Communique* scan the entire newsletter and read carefully the articles that pertain to their interests. They also share the newsletter with others.

2. The articles in *Communique* contributed to the readers knowledge base.

3. The articles helped respondents complete their work to some extent.

4. The articles have been relevant to readers needs to some extent.

5. Only one third of the respondents obtained more information by contacting the authors of articles, however, 70.6% of the respondents indicated the articles present enough information to suit their needs, and 79.4% indicated the length of articles should remain the same.

6. Of the options presented the respondents would most like *Communique* to include information about new ideas followed by information on new resources, information to assist in improving classroom practices, abstracts of SBVTE-funded projects, and information to improve administration/management practices.

Responses to open-ended questions contribute to the evaluation of *Communique* by presenting further information on respondents' attitudes toward the newsletter.

Responses to the first open-ended question indicate that only 4% of the respondents received or subscribed to a newsletter similar to *Communique*.

Sixty-nine percent of those who responded to question eight by suggesting topics for inclusion in *Communique*, suggested that the newsletter cover specific programs. Other suggestions included:

-information concerning available resource materials
-school legislation
-summary of SBVTE minutes
-RFP lists as they come out

Responses to question nine which asked, "What can be done in the future to improve the usefulness of *Communique*?" included:

-keep up the good work
-just keep it coming
-keep supplying information
-what's new in each trade, books, visual aids
-index periodically
-feature a vocational program/school in each issue
-keep it coming
-specific articles regarding actual school situations
-more practical subjects
-keep the ideas and materials flowing

Study of (1) the statements made as the result of statistical analysis and (2) responses to open-ended questions leads to the following conclusions:

1. *Communique* is the only newsletter of its kind received by the majority of respondents, and it contributes to readers' knowledge base and helps to meet their needs.

2. The present format of articles in *Communique* is acceptable.

3. *Communique* would be of even more help to readers if it were expanded to include more information about specific program areas, resources available, and ways to improve classroom practices.

4. Some needs identified by respondents are already met through other in-state publications of which respondents are unaware.

Based on the conclusions of the study the following recommendations can be made:

1. *Communique* should be continued.

2. The format of the newsletter should remain the same, brief and easy to scan.

3. *Communique* should be more oriented toward assisting the vocational education practitioner through provision of information on new ideas, classroom resources, and innovative classroom practices.

4. The newsletter should be published more frequently so there is more opportunity to present ideas to practitioners without going to a longer format.

5. *Communique* should feature one area vocational school in each issue in an attempt to highlight specific programs.

6. The SBVTE should advertise ACTION and other publications more extensively so practitioners know where to get the information they want.

Experimental products. No formal evaluation of the brochure which advertised the availability of Information Series report number seven was conducted. However, in response to the 4,798 brochures mailed 996 requests for the report were received. This 21% return rate demonstrates that the brochure was effective in meeting its purpose and shows that this new dissemination strategy has great potential as a relatively inexpensive way to reach audiences that previously did not receive special reports.

Editorial consultation and technical assistance. No formal evaluation of consultation and assistance services rendered was conducted. However, in each instance where services were provided VEIS staff received many thanks and requestors were quite grateful for the assistance.

Conclusions

Work conducted throughout the year in developing and disseminating publications result in the following conclusions:

1. The number of requests for publications and assistance indicates that there is a need to publish and offer technical assistance.

2. The results of the evaluation of the Information Series reports indicate a need to review the current editorial processes working toward the goal of developing diversified products responsive to the needs of the vocational education practitioner.

3. The results of the evaluation of the Information Series and the response rate to the experimental brochure developed indicate a need to review dissemination strategies.

4. The results of the survey of *Communique* indicate a need for practitioner-oriented information on new ideas, innovations, and resources in vocational education published in easily-readable format used in the newsletter.

Recommendations

1. It is recommended that publication efforts be continued, but that these efforts be more practitioner-oriented.

2. It is recommended that editorial consultation and technical assistance continue to be offered as VEIS services. However, in view of the increasing visibility of these services, it is recommended that the SBVTE project monitor continue to approve any services provided in this area.

3. It is recommended that the Information Series reports take on a new emphasis of practitioner orientation. Rather than being a series of research reports only, the Information Series should be expanded to include and emphasize the publication of "how to" handbooks. Research reports that are published should consist of short summaries of the original research documents keyed back to the original documents so users can obtain more information if they wish. Any material considered for publication in the Information Series should first be reviewed and judged on the basis of how it will help the practitioner.

4. It is recommended that in view of the recommended change in emphasis of the Information Series reports that the roles and activities of the Editorial Advisory Board be reviewed and adjusted accordingly.

5. It is recommended that strategies for disseminating the Information Series reports be reviewed and adapted to avoid waste and promote cost effectiveness. Each report should be mailed to only a very select audience with an obvious need for the particular report. A brochure announcing the availability of each report should be prepared and mailed to a more diversified audience. The proposed brochure would include a panel to return to request a copy of the report. By using this dissemination strategy VEIS could be sure that only those who truly needed the report received it and that those who wanted the report wanted it badly enough to take the time to fill in and mail the request form.

6. It is recommended that *Communique* become more practitioner-oriented. It is also recommended that *Communique* be published more frequently. Both of the surveys conducted identify a need in the field of vocational education for practitioner-oriented information. Because the majority of recipients of the Information Series reports did not read the reports and found them only somewhat useful whereas *Communique* was read and praised for the information it provides, *Communique* is the logical vehicle to use in providing practitioner-oriented information. In order to truly meet the needs of the practitioner, *Communique* should be expanded. Publishing six annual issues (possibly five published during the school year and one for the summer conference) would enable VEIS to provide the types of information practitioners want in the format they prefer.

Providing Library Services

Objective 2

Provide library services to Indiana Vocational educators on request by conducting approximately 200 on-line and in-house literature searches, loaning documents, and answering reference questions.

Procedures

Library services were provided to all requestors. For each request an "information request form" was filled out and the information specialist, or library aide answered the request.

When literature searches were requested or deemed necessary by an information specialist, the data bases available through the Lockheed Information System were searched using a rented portable computer terminal. The bibliographic data base maintained in-house was also searched using the same terminal.

When documents requested were available in the VEIS library, they were loaned to requestors for one month. When possible, those documents not available from VEIS were borrowed from the Indiana University libraries and forwarded to requestors for a two week loan.

Reference requests were answered from all available sources. The responses ranged from pulling a book from the shelf and giving an address while the requestor waited to spending several days going through published statistics in the Indiana University Libraries Government Documents Department to find an appropriate answer.

To assure that Indiana vocational educators were aware of the library services available to them, VEIS continued to inform its publics of its activities. Requests for general information about VEIS were answered with an explanation of the services, a copy of the "Let Us Tell You Where to Go" brochure, and a poster. Project directors of SBVTE-funded projects were informed of the services through *Notes to Projects*. In addition, the VEIS staff attended several state called meetings to talk to participants and promote the services and participated in the exhibits at both the Indiana Personnel and Guidance Association and Indiana Vocational Association Annual Meetings.

Results

According to statistics compiled from the monthly transaction reports submitted to the SBVTE, 364 library requests and 90 VEIS information requests were received and answered. Table 19 identifies requests for library services and VEIS information by user group. Table 20 identifies the responses to requests for library services.

TABLE 19: Library and VEIS information requests by user group

User group	*Number of requests*		*TOTAL*
	Library	*VEIS information*	
SBVTE project	62	5	67
SBVTE staff	29	28	57
Division staff	8	3	11
Secondary administrator . .	3	6	9
Secondary faculty	27	6	33
Postsecondary admininstrator	13	9	22
Postsecondary faculty . . .	61	6	67
Library/information service	34	10	44
Out-of-state.	9	9	18
Other (includes students) .	118	8	126
TOTAL	364	90	454

TABLE 20: Responses to library requests

Type of request	Number of requests	Responses						Total responses
		VEIS doc	IU doc	Literature search	Photo/ microcopy	Referral	Specific answer	
Document	93	227	35	37	88	6	51	444
General Information . .	40	31	1	6	13	5	16	72
Literature search. . .	108	68	18	93	30	1	4	214
Reference question . .	123	29	1	10	8	14	61	123
TOTAL	364	355	55	146	139	26	132	853

Total documents circulated:	
Indiana projects (IN state)	78
State documents (IN general)	69
ERIC documents (ED)	131
Reference materials (Z)	10
Journals	10
Vertical file material	12
New uncataloged documents	45
Total VEIS documents	355
Indiana University Library documents	55
Total documents circulated	410

Evaluation

In an effort to evaluate and improve library services a questionnaire (see Appendix G) and preaddressed envelope were included in all literature search responses. Records were not kept of number of questionnaires sent and it is therefore impossible to figure response rates. Thirty-two questionnaires were returned and since all responses were very positive, it is likely that those who were most satisfied returned questionnaires. Tables 21, 22, and 23 show the results of the questionnaires.

TABLE 21: Relevance and usefulness of information provided (N=32)

Question	*Yes*	*In part*	*No*
Was information relevant?	96.9% (N=31)	3.1% (N=1)	0
Was information useful?	96.9% (N=31)	3.1% (N=1)	0

TABLE 22: Use of information (N=31)

Question	*Yes immediately*	*Yes eventually*	*No*	*Not sure*
Improved classroom practices?	32.3% (N=10)	51.6% (N=16)	3.2% (N=1)	12.9% (N=4)
Improved services to disadvantaged: handicapped?	19.4% (N=6)	48.4% (N=15)	3.2% (N=1)	29% (N=9)

TABLE 23: Convenience and speed (N=32)

Question	*Yes*	*No*
Was service convenient to use?	100%	
Was request answered quickly enough?	96.9% (N-31)	3.1% (N=1)

Twenty of the 32 respondents had comments on the service or information provided. Those comments follow:

Comments

1. Excellent.
2. You guys are great.
3. Fantastic.
4. This is an excellent service. Thank you kindly.
5. This is an excellent service and it is appreciated very much. It is a very valuable resource.
6. Jo Brooks did an extremely excellent job.
7. Superior service! Couldn't ask for better!
8. Excellent service - exactly what I needed!
9. Keep up the good work.
10. Excellent and courteous service.
11. The service has been very helpful in providing research information on student youth organizations.
12. Excellent service.
13. My needs were met very quickly, accurately, and effeciently... it was a super resource tool!
14. This will be a valuable service in the future--none of our staff at the area vocational school was aware of this service.
15. Very helpful--saved "mucho" time.
16. Very impressive and satisfied.
17. Yes--all positive. I was not only helped, I was received with a friendly, inviting manner. My request was filled, suggestions were made, and service was fast. I was pleased.
18. It is a very useful service to have available. Service delivery has always been good.
19. It is very valuable for me as a resource and for classroom teachers.
20. Service is very valuable.

Conclusions

The largest group of library users in numbers is "other" which is the category into which Indiana University student walk-in clients are placed. Most of these students require little staff time and use the library materials in-house. The next most frequent users are SBVTE-funded projects and postsecondary faculty, followed by SBVTE staff. The Department of Public Instruction, Division of Vocational Education staff and secondary administrators are the most infrequent users.

Comparing the requests for library information to the responses to those requests, it is evident that requestors often do not know exactly what they need or the range of services and materials available.

The increasing use of the library services coupled with positive evaluations suggest that the library service is functioning as it should and meeting a need in the state.

Recommendations

The Department of Public Instruction, Division of Vocational Education continues to underutilize the library services available to them. It is recommended that new ways to interest and encourage this group to use the library service be explored and tested.

Since requests for information are typically vague or undefined, it is recommended that trained information specialists continue to be used by the service to interact with requestors and to answer those requests.

Since the service seems to be meeting a need, it is recommended that funding for the service be continued. However, it is apparent that increased service usage will put an increasing burden on the service budget. It is also apparent that in times of economic austerity, the likelihood of substantial increases in funding is small. Therefore it is recommended that during the coming funding year the possibility of charging cost recovery for literature searches, photocopies, and other services be explored. User acceptance could be examined by including a new question on the questionnaire routinely sent to users.

Coordinating Dissemination Activities

Objective 3

Promote coordination of Indiana's dissemination activities among the network and other SBVTE-funded projects.

Procedures

Network. At the beginning of the project funding year, the recently appointed SBVTE Coordinator for Accountability assumed responsibility for coordinating network activities. VEIS staff members promoted coordination of Indiana's dissemination activities among the network by suggesting network activities, participating in each of the four network meetings held during the year, and staying in touch with other network members.

The first network meeting of the funding year was held on October 31, 1979 in Bloomington. This meeting was called in response to a request from the National Center for Research in Vocational Education (NCRVE). NCRVE staff were studying state networking systems and had selected Indiana as one of the study sites. At this meeting, network representatives from VEIS, the Indiana Curriculum Materials Center, and the Indiana Career Resource Center as well as SBVTE staff members met with two NCRVE staff members, answered questions, and explained (1) the history of the network, (2) how the network operates, and (3) the advantages of networking.

On March 19, 1980 network representatives, SBVTE staff members, and a representative of the Division of Vocational Education attended a network meeting held in conjunction with the Indiana Council of Vocational Administrators spring meeting in Lafayette. During this meeting, those in attendance discussed (1) better utilization of dissemination strategies, (2) strategies for strengthening the network in Indiana, and (3) plans for the annual Indiana Vocational Conference. The group agreed during this meeting that state staffs needed more information on the types of services available and decided to plan a presentation for a joint SBVTE/Division of Vocational Education staff meeting.

During the third network meeting of the year on May 4, 1980 in Indianapolis, network and SBVTE representatives developed the format

for a presentation to be held during the next joint SBVTE/Division of Vocational Education staff meeting. They used the format to develop agenda items and plans for the presentation. The group also finalized plans for exhibits at the annual Indiana Vocational Conference.

The fourth network meeting of the funding year was held on August 10, 1980 in conjunction with the Indiana Vocational Conference in Indianapolis. During the meeting, network and SBVTE representatives updated one another on the activities at their individual centers and discussed relevant topics.

Other SBVTE-funded projects. VEIS staff established a code (0690) on the VEIS mailing list for the principle project personnel of currently funded SBVTE projects. When Subpart III projects were funded, VEIS staff gave project personnel the 0690 mailing list code. This code was used to generate mailing labels for mailings sent to project personnel.

In addition to promoting coordination by making the personnel of SBVTE-funded projects easily accessible through the VEIS mailing list, VEIS promoted coordination among SBVTE-funded projects by developing a series of occasional mailings for these personnel. The mailings, titled *Notes to Projects*, were written by the project editors and mailed to the project personnel on the VEIS mailing list.

The mailings provided helpful hints on report writing, dissemination strategies, and other pertinent topics. They also presented information on the types of resources and services available in the state.

Results

Network. Network meetings provided representatives opportunities to stay up to date on the activities of dissemination actors in vocational education in Indiana.

The first network meeting of the funding year gave network and SBVTE representatives an opportunity to discuss their activities with NCRVE staff. The results of these discussions were published in a report developed by the NCRVE which gave Indiana national visibility as a progressive state working as a unit to inform vocational educators of current events and of resources and services available.

Although the presentation planned during the second and third meetings of the network was cancelled when the joint SBVTE/Division of Vocational Education meeting was cancelled, these meetings did serve the purpose of promoting coordination of dissemination activities. They gave network personnel opportunities to plan for the annual Indiana Vocational Conference which resulted in a combined exhibit displaying resources and services available in Indiana.

Other SBVTE-funded projects. A category of the personnel of SBVTE-projects was added to the VEIS mailing list promoting coordination by making these personnel readily accessible.

Five occasional mailings (one double issue), titled *Notes to Projects*, were written and mailed to the personnel of SBVTE-funded projects. See Appendix H for copies of the mailings. The mailings helped promote coordination by providing regular (bi-monthly) contact among projects.

Evaluation

Network. The activities of the network of Indiana's vocational education dissemination actors were not formally evaluated. However, network meetings and activities successfully met the objective of promoting coordination of Indiana's dissemination activities.

Other SBVTE-funded projects. Having a code specifically for the personnel of SBVTE-funded projects on the VEIS mailing list proved quite valuable. This code was accessed not only to generate labels to mail *Notes to Projects* but also to mail SBVTE requests for proposals and various publications including ACTION and FACTS.

The series of occasional mailings *Notes to Projects* (NTP) was evaluated using a telephone survey. The editors and a graduate assistant developed the survey and selected a random sample of 14 (25%) of the recipients of NTP. The graduate assistant conducted the phone survey so respondents would not feel pressured to respond positively because they were speaking with one of the editors who developed the mailings.

The purposes of the evaluation were to determine (1) if NTP had been useful to project personnel, (2) whether NTP should be continued, and (3) what topics project personnel would like to have included in future issues of NTP.

The results of the evaluation indicate that NTP whould be continued. Of the 14 individuals surveyed 12 (86%) regularly read NTP. Of these 12, 25% said NTP had helped them "a little" in completing their projects, 42% said NTP had helped them "some," and 17% said NTP had helped them "a lot".

A total of 83% of the 12 respondents agreed that the information they gained from NTP would help in conducting projects in the future and that NTP should be continued.

Sixty-seven percent of the twelve respondents suggested topics that should be covered in future issues of NTP. Some respondents made more than one suggestion. The topics suggested were: (1) information on new projects being funded (suggested by four different respondents), (2) procedures and methods for writing proposals (suggested by three different respondents), (3) strategies for overcoming sex bias, (4) innovative ideas, and (5) sources of federal funding other than vocational education.

Conclusions

The efforts undertaken to promote coordination of Indiana's dissemination activities produced the following conclusions:

Network. Meetings between network and SBVTE respresentatives serve the purpose of opening communication lines and promoting coordination. This statement is evidenced by the fact that network representatives sponsored a combined exhibit at the 1980 Indiana Vocational Conference.

Other SBVTE-funded projects. The addition of a code to the VEIS mailing list specifically for the personnel of SBVTE-funded projects is quite valuable. This statement is evidenced by the fact that the code was accessed for the purpose of generating mailing labels to send many more mailings than those of *Notes to Projects* as was originally intended.

Based on the evaluation of *Notes to Projects* it can be concluded that:

1. *Notes to Projects* helped project personnel complete their projects.
2. *Notes to Projects* supplied project personnel with information that will help them in conducting projects in the future.
3. *Notes to Projects* should be continued.

Recommendations

Network. It is recommended that Indiana's dissemination actors in the network continue to communicate with one another at regular intervals for the purposes of coordinating activities, keeping one another informed of their activities, and avoiding duplication of services.

Other SBVTE-funded projects. It is recommended that VEIS staff continue to maintain a special category on the VEIS mailing data base for the personnel of SBVTE-funded projects.

It is recommended that *Notes to Projects* be continued in an effort to provide assistance to the personnel of SBVTE-funded projects and promote coordination among projects. It is also recommended that each issue of *Notes to Projects* include a listing of the research projects funded since the last issue and that procedures for writing proposals be a topic thoroughly covered in *Notes to Projects*.

Projecting Future Needs

Objective 4

Project Vocational Education Information Services' future activities and its role in fulfilling the state's information and dissemination needs.

Procedures

The VEIS staff recorded each request received and the response to each request. At the end of each month these requests and responses were tallied and submitted to the SBVTE as monthly transaction reports. Each quarter the three preceding monthly transaction reports were compiled into quarterly reports. Changes or increases in the various types of requests were therefore immediately apparent and noted.

The VEIS editors met with their advisory boards and with SBVTE staff to discuss future publications. Both groups were encouraged to give opinions on current publications especially in regards to their usefulness in the field, their effect on their intended audience, and their format. The groups were also asked for suggestions on new or different formats, topics, and dissemination strategies which should be considered by the service. In addition to this verbal input, the editors carefully considered the results of the evaluations of *Communique*, the Information Series, and *Notes to Projects* which were conducted during the year. They were able to ascertain problems as well as gather many suggestions for future directions through these efforts.

The VEIS information specialists closely monitored the statistics on library and data base use, considered the results of the evaluation of the service, and questioned users on other ways the service could help them and their future information needs. The staff's major concern was what would be needed in the future to maintain the current services and not what changes or innovations could be implemented.

In early summer the VEIS professional staff met with the faculty of the IU Department of Vocational Education faculty to discuss their impressions and findings and to plan for the future.

Results

The result of this meeting was a decision to respond to the request for proposal for the state curriculum materials center as well as the R&D materials and publishing service. Much duplication of effort was apparent in the two centers. In addition, information users in the state voiced confusion on which center to contact for information. Therefore, two proposals were written by the Indiana University Department of Vocational Education staff for two different information center operations.

The VEIS proposal incorporated many of the recommendations presented in this final report. It was based on a careful scrutiny of monthly transactions, evaluations, and verbal recommendations from users, advisory bodies, and the state board staff. The budget was prepared with realistic staffing needs and reflected increasing costs for computer time, mailing, printing, and other items. An abstract of that proposal appears as Appendix I and represents the one year plan for VEIS.

Statistical and evaluative information was not available as a basis for the curriculum center proposal and was therefore based on verbal recommendations from users and staff experience in the operation of an information service. Incorporation of two libraries into one system and the resultant cost saving was one aspect which was stressed. An abstract of the curriculum center proposal appears as Appendix J.

The addition of the curriculum center changed the nature and the content of the three year plan for staffing and functions originally envisioned by the staff. As the two services began functioning from one location with a combined staff, it became apparent that separating the staffing needs and future activities of VEIS from the curriculum center would be artificial and useless to the SBVTE future planning needs. Therefore, the three year outline of proposed future VEIS functions and staffing needs promised in the proposal was expanded to include both funded centers, jointly called Vocational Education Services or VES. This expanded three year outline appears as Appendix K.

Evaluation

The outside evaluation of the one and three year plans specified in the proposal was not carried out. In part the one year plan, the 1980-81 proposals were evaluated when they were reviewed by SBVTE evaluators and recommended for funding. Because of the late changes in the thrust and coverage of the three year plan, time and budget limitations made an outside evaluation impossible.

Conclusions

Many of the conclusions based on findings from this objective are reported under the other four objectives in this report and are apparent in the three year outline. Therefore, they will not be repeated here. The one conclusion which is entirely a result of this objective is:

The separate operation of two centers to provide vocational education information to Indiana educators has been confusing to the user population and has engendered costly duplication in both purchasing and personnel to the funding agency.

Recommendations

Recommendations based on the conclusions from this objective are reported under the other four objectives in this report and have been incorporated in the three year outline (see Appendix K). The sole recommendation not reported elsewhere and which is the result of this objective is:

Since the incorporation of the previous R&D information service with the curriculum materials center has resulted in a cohesive, combined operation which shares staff and saves money, it is recommended that the RFP's for both centers be combined into one RFP to insure the continuation of a combined operation.

Maintaining In-house Data Bases

Objective 5

Maintain in-house data bases.

Procedures

The VEIS staff acquired updated lists of national vocational education leaders and updated directories of Indiana vocational education leaders and made appropriate changes on the mailing list. Indiana Vocational Technical College regions and Vincennes University were contacted and asked to submit faculty personnel changes and necessary changes were made on the data base. A machine readable file of Indiana public libraries and high school newspapers was acquired from the Indiana University Continuing Studies Office, reformatted, and added to the mailing data base. The updated tape of all Indiana teachers was obtained from the Department of Public Instruction, Division of Educational Information and Research (EIR), reformatted, and used to produce mailing labels. In addition 59 changes and 54 additions were made to the mailing list in response to requests.

During the second year of the bibliographic data base an additional 1,105 items were cataloged, indexed, and added to the data base. As of October 1980 the bibliographic data base contained 1,905 records.

Results

A current mailing list of vocational educators was maintained. This resulted in 95 requests for 176 sets of labels providing more than 100,000 labels. Thus the service provided approximately 14 sets of labels per month.

In March 1980 a catalog of VEIS holdings was produced from computer printout (See Appendix L). The catalog included descriptor, identifier, and grant number indexes and was hand delivered to SBVTE staff.

Evaluation

During the first year of the mailing label service (1978-79) 12 sets of mailing labels were provided. The increase to 176 sets of labels for 95 requestors during the second year (1979-80) convinced the VEIS staff that provision of mailing labels was meeting a need. Since there are almost 100 codes on the list for a person's position, the mailing labels program was able to accommodate all requestors for position codes. Several requestors, however, inquired about the possibility of selecting codes from a specific region of the state and this was not possible with the computer programs currently in use.

The data base management program, FAMULUS, and the indexing information input both proved to be extremely useful. The information specialists found that they could successfully retrieve documents by subject, agency, grant number, lawpart, author, title, and year funded as well as any combination of the above. For instance, a request for a listing of all SBVTE projects funded to Indiana University in 1979 under Subpart III of the Vocational Amendments was answerable in a matter of minutes using the data base and the on-line search capability.

The information specialists did identify three problems, while not major, which deserve consideration. The first was that use of the data base searching procedure was limited to those few who had been properly trained. The search program was not user compatible to untrained personnel. The second was that the increasing size of the data base made the production of a single subject index impossible and raised the time needs, and thus cost, of computer access. The third was that during certain times of the year the Indiana University computer is so heavily used that it becomes impossible to access the machine by phone except early in the morning or at night. During this time access to the data base must be scheduled and therefore searches cannot be done immediately upon request.

Conclusions

The constant in-house monitoring of the two data bases, their use, and their effectiveness produced the following conclusions:

1. The increasing requests indicate a need for such a service in Indiana.

2. Although the mailing labels service has not been promoted or advertised, requests for labels increase each month. Therefore, word of mouth promotion of the service, which indicates user satisfaction, is sufficient promotion for the service.

3. The requests for regional labels suggest a need to incorporate this capability into the existing list.

4. The increasing requests for labels has put increasing demands on personnel time to update the list as well as to initiate mailing labels jobs. It has also greatly increased computer time usage and cost for labels as well as the cost of the actual labels.

5. The inability of untrained personnel to search the bibliographic data base suggests a need to develop a more user compatible search program.

6. The size and the use of both data bases maintained in-house will continue to increase, and as size increases, computer costs for maintaining and accessing the files also increase. In addition to costs incurred, the Indiana University Computing Center has space restrictions and limits on the size of files that can be maintained in an interactive mode. The data bases will eventually become too large to be maintained interactively and will have to be moved to tape maintenance. This has serious implications for interactive capabilities of the service in updating the mailing list, updating the bibliographic data base, and interactive searching.

7. The overload on the Indiana University computing system, while inconvenient at times, does not stop the system from running. It does, however, cause a slow-down in response time and is expected to get worse as more students enroll in computer classes at the university.

Recommendations

1. It is recommended that the service continue to provide mailing labels to requestors, but that promotion of the labels service is not necessary.

2. It is recommended that an additional computer program be developed so that labels can be produced for geographical regions within the state.

3. It is recommended that the costs for producing mailing labels be carefully budgeted in future project budgets and that the possibility of offering labels on a cost-recovery basis be explored with the SBVTE and current label users.

4. It is recommended that a more user compatible search program be developed for the bibliographic data base so that the data base can be searched without the intercession of an information specialist.

5. It is recommended that a cost/effeciency comparison of using the Indiana University Computing Center vs purchasing and using an in-house microcomputer be conducted during the next project year.

Summary of Conclusions and Recommendations

Conclusions

1. The number of requests for publications and assistance indicates that there is a need to publish and offer technical assistance.

2. The results of the evaluation of the Information Series reports indicate a need to review the current editorial processes working toward the goal of developing diversified products responsive to the needs of the vocational education practitioner.

3. The results of the evaluation of the Information Series and the response rate to the experimental brochure developed indicate a need to review dissemination strategies.

4. The results of the survey of *Communique* indicate a need for practitioner-oriented information on new ideas, innovations, and resources in vocational education published in easily-readable format used in the newsletter.

5. The largest group of library users in numbers is "other" which is the category into which Indiana University student walk-in clients are placed. Most of these students require little staff time and use the library materials in-house. The next most frequent users are SBVTE-funded projects and postsecondary faculty, followed by SBVTE staff. The Department of Public Instruction, Division of Vocational Education staff and secondary administrators are the most infrequent users.

6. Comparing the requests for library information to the responses to those requests, it is evident that requestors often do not know exactly what they need or the range of services and materials available.

7. The increasing use of the library services coupled with positive evaluations suggest that the library service is functioning as it should and meeting a need in the state.

8. Meetings between network and SBVTE respresentatives serve the purpose of opening communication lines and promoting coordination.

9. The addition of a code to the VEIS mailing list specifically for the personnel of SBVTE-funded projects is quite valuable. This statement is evidenced by the fact that the code was accessed for the purpose of generating mailing labels to send many more mailings than those of *Notes to Projects* as was originally intended.

10. Based on the evaluation of *Notes to Projects* it can be concluded that *Notes to Projects* helped project personnel complete their projects, supplied project personnel with information that will help them in conducting projects in the future, and should be continued.

11. The separate operation of two centers to provide vocational education information to Indiana educators has been confusing to the user population and has engendered costly duplication in both purchasing and personnel to the funding agency.

12. The increasing requests for mailing labels and information from the bibliographic data base indicate a need for the maintenance of the data bases.

13. Although the mailing labels service has not been promoted or advertised, requests for labels increase each month. Therefore word of mouth promotion of the service, which indicates user satisfaction, is sufficient promotion for the service.

14. The requests for regional labels suggest a need to incorporate this capability into the existing list.

15. The increasing requests for labels has put increasing demands on personnel time to update the list as well as to initiate mailing labels jobs. It has also greatly increased computer time usage costs for labels as well as the cost of the actual labels.

16. The inability of untrained personnel to search the bibliographic data base suggests a need to develop a more user compatible search program.

17. The size and the use of both data bases maintained in-house will continue to increase, and as size increases, computer costs for maintaining and accessing the files also increase. In addition to costs incurred, the Indiana University Computing Center has space restrictions and limits on the size of files that can be maintained in an interactive mode. The data bases will eventually become too large to be maintained interactively and will have to be moved to tape maintenance. This has serious implications for interactive capabilities of the service in updating the mailing list, updating the bibliographic data base, and interactive searching.

18. The overload on the Indiana University computing system, while inconvenient at times, does not stop the system from running. It does, however, cause a slow-down in response time and is expected to get worse as more students enroll in computer classes at the university.

Recommendations

1. It is recommended that publication efforts be continued, but that these efforts be more practitioner-oriented.

2. It is recommended that editorial consultation and technical assistance continue to be offered as VEIS services. However, in view of the increasing visibility of these services, it is recommended that the SBVTE project monitor continue to approve any services provided in this area.

3. It is recommended that the Information Series reports take on a new emphasis of practitioner orientation. Rather than being a series of research reports only, the Information Series should be expanded to include and emphasize the publication of "how to" handbooks. Research reports that are published should consist of short summaries of the original research documents keyed back to the original documents so users can obtain more information if they wish. Any material considered for publication in the Information Series should first be reviewed and judged on the basis of how it will help the practitioner.

4. It is recommended that in view of the recommended change in emphasis of the Information Series reports that the roles and activities of the Editorial Advisory Board be reviewed and adjusted accordingly.

5. It is recommended that strategies for disseminating the Information Series reports be reviewed and adapted to avoid waste and promote cost effectiveness. Each report should be mailed to only a very select audience with an obvious need for the particular report. A brochure announcing the availability of each report should be prepared and mailed to a more diversified audience. The proposed brochure would include a panel to return to request a copy of the report. By using this dissemination strategy VEIS could be sure that only those who truly needed the report received it and that those who wanted the report wanted it badly enough to take the time to fill in and mail the request form.

6. It is recommended that *Communique* become more practitioner-oriented. It is also recommended that *Communique* be published more frequently. Both of the surveys conducted identify a need in the field of vocational education for practitioner-oriented information. Because the majority of recipients of the Information Series reports did not read the reports and found them only somewhat useful whereas *Communique* was read and praised for the information it provides, *Communique* is the logical vehicle to use in providing practitioner-oriented information. In order to truly meet the needs of the practitioner, *Communique* should be expanded. Publishing six annual issues (possible five published during the school year and one for the summer conference) would enable VEIS to provide the types of information practitioners want in the format they prefer.

7. The Department of Public Instruction, Division of Vocational Education continues to underutilize the library services available to them. It is recommended that new ways to interest and encourage this group to use the library service be explored and tested.

8. Since requests for information are typically vague or undefined, it is recommended that trained information specialists continue to be used by the service to interact with requestors and to answer those requests.

9. Since the service seems to be meeting a need, it is recommended that funding for the service be continued. However, it is apparent that increased service usage will put an increasing burden on the service budget. It is also apparent that in times of economic austerity, the likelihood of substantial increases in funding is small. Therefore it is recommended that during the coming funding year the possibility of charging cost recovery for literature searches, photocopies, and other services be explored. User acceptance could be examined by including a new question on the questionnaire routinely sent to users.

10. It is recommended that Indiana's dissemination actors in the network continue to communicate with one another at regular intervals for the purposes of coordinating activities, keeping one another informed of their activities, and avoiding duplication of services.

11. It is recommended that VEIS staff continue to maintain a special category on the VEIS mailing data base for the personnel of SBVTE-funded projects.

12. It is recommended that *Notes to Projects* be continued in an effort to provide assistance to the personnel of SBVTE-funded projects and promote coordination among projects.

13. It is recommended that each issue of *Notes to Projects* include a listing of the research projects funded since the last issue and that procedures for writing proposals be a topic thoroughly covered in *Notes to Projects*.

14. Since the incorporation of the previous R&D information service with the curriculum materials center has resulted in a cohesive, combined operation which shares staff and saves money, it is recommended that the RFP's for both centers be combined into one PFP to insure the continuation of a combined operation.

15. It is recommended that the service continue to provide mailing labels to requestors, but that promotion of the labels service is not necessary.

16. It is recommended that an additional computer program be developed so that labels can be produced for geographical regions within the state.

17. It is recommended that the costs for producing mailing labels be carefully budgeted in future project budgets and that the possibility of offering labels on a cost-recovery basis be explored with the SBVTE and current label users.

18. It is recommended that a more user compatible search program be developed for the bibliographic data base so that the data base can be searched without the intercession of an information specialist.

19. It is recommended that a cost/effeciency comparison of using the Indiana University Computing Center vs purchasing and using an in-house microcomputer be conducted during the next project year.

FINANCIAL STATEMENT FOR FINAL REPORT ENDING December 31, 1980
(Date)

IU 47-421-20
Project No. 3-80-III-14

ITEMS	Project Budget FY 1979 Agency	Project Budget FY 1979 Federal	Total Expenditures on Project Agency	Total Expenditures on Project State/ Federal	End of Project Balance Agency	End of Project Balance State/ Federal
A. DIRECT EXPENDITURES						
1. Personnel		$23,583		$27,420.70		$-3,837.70
Academic Assistants		3,120		3,300.50		-180.50
2. Contractual services		35,875		29,443.06		6,431.94
3. Employee benefits		7,816		8,015.17		-199.17
4. Travel		3,622		3,668.96		-46.96
5. Supplies and materials		3,980		7,216.88		-3,236.88
6. Communications (include phone call, printing)		3,765		5,676.28		-1,911.28
7. Properties (rentals or purchase of equipment)		2,439		2,007.39		431.61
8. Facilities		2,000		-0-		2,000.00
9. Product production and dissemination		8,800		8,196.06		603.94
10. Project Evaluation		-0-		-0-		-0-
Capital		-0-		55.00		-55.00
B. INDIRECT EXPENDITURES	$40,090		$40,090			
C. TOTAL EXPENDITURES	$40,090	$95,000	$40,090	$95,000		* -0-

Fiscal Agent/Director: _____

Institution/Agency Name: Indiana University

*Refund this amount to the State Board of Vocational and Technical Education

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FINAL REPORT

Vocational Education Information Services
Part 2: Appendices

by

JoAnn Brooks

Nancy Steenhausen

Project No. 3-80-III-1

Department of Vocational Education
Indiana University
Bloomington, Indiana

February 1981

State Board of Vocational and Technical Education
401 Illinois Building
17 West Market Street
Indianapolis, IN 46204

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Appendix A

Editorial Advisory Board

vocational | education | information | services

to promote effective communication by meeting information needs

Indiana University | Library, W501 | Bloomington, Indiana 47401 | (812) 337-7751

1979-80

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Supported with funds from the State Board of Vocational and Technical Education | State of Indiana

Appendix B

Availability of Publications

Availability of Publications

Copies of the reports published by Vocational Education Information Services are available from:

Vocational Education Services
840 State Road 46 Bypass, Room 111
Indiana University
Bloomington, IN 47405
(812) 337-6711

Appendix C

Issues 23, 24, 25, and 26 of *Communique*

Indiana Vocational Education

COMMUNIQUE

Number 23 Winter 1980

Ivy-Tech Indianapolis trains deaf students

by Meredith L. Carter and MaryJo McDowell

After months of consultation and planning with community Services for the Deaf, the state's vocational rehabilitation administration, other service agencies, and a project advisory committee, Indiana Vocational Technical College-Indianapolis implemented a unique program for deaf students. The program funded by the SBVTE, began during the 1978 - 79 school year. Its purpose is to teach and counsel deaf students in occupational and technical education.

This student receives keypunching instruction from members of the Ivy Tech-Indianapolis interpreting staff.

This occupational - technical education program gives deaf students in Indiana an opportunity to return to college and prepare for better paying jobs; it is helpful to the family person who does not want to relocate the family in order to obtain job skills and knowledge. Three of the deaf students currently enrolled are mothers who would not have had the opportunity to go to college had it not been for this unique program.

Specialized programs and services designed to meet the educational, prevocational, and language needs of the deaf students have been implemented. The programs and services include:

- a one-quarter preparatory program which helps the deaf student adjust to the college setting
- interpreting services
- a teletype telephone
- specialized counseling for personal and educational assistance
- inservice programs for faculty

A special class in which the deaf students learn the technical vocabulary used in the training programs is also available. The interpreting staff and faculty at Ivy Tech developed the class to help the deaf students understand the technical vocabulary and learn the technical signs they need to succeed in their training programs. The class is one of a kind for deaf students; the staff is proud of the materials developed for the class.

The interpreting staff at Ivy Tech is composed of five interpreters. The program is under the direction of *Ms. Minnie Scheible*, a professional interpreter who has worked in the deaf community for ten years and has a 17-year-old son who is deaf. *Ms. Scheible* reports that the deaf students have enrolled in auto body repair, auto service, drafting, hotel-motel management, industrial maintenance, secretarial science, and welding.

The future is promising. The number of students participating in the program increased from eight to 20 in just one year, and Ivy Tech-Indianapolis plans to expand its services to meet the needs of as many deaf students as possible.

The program's success is confirmed by the enthusiastic comments of parents, college administrators, and the students themselves. When asked what Ivy Tech had done for her, one student replied, "It has made me feel important."

For further information, contact: *MaryJo McDowell; Ivy Tech-Indianapolis' 1315 East Washington; Indianapolis, IN 46202; (317) 635-6100 or Minnie Scheible, TTX or VOICE 632-8267.*

Vocational guidance planning handbook

by Joyce E. Phelps

New Educational Directions, Inc. (NED) has developed a handbook for secondary educators who want to:

- start a vocational guidance program
- assess their vocational guidance services
- expand or diversify their vocational guidance services
- locate ideas for new vocational guidance activities

The handbook titled, *Indiana Secondary Vocational Guidance Planning Handbook*, was developed with funding from the SBVTE.

The first section of the handbook describes a model vocational guidance program as conceived by practitioners of secondary vocational education, guidance, and counselor education. Eight functions define the ideal program. Four functions focus on providing direct services to students and four address program issues.

Section two of the handbook is a detailed description of a process for developing and planning a comprehensive local vocational guidance program. Where system-wide planning is not possible or appropriate, suggestions are provided for adapting the comprehensive process to meet local needs. This planning process section acknowledges that while guidance personnel have the primary responsibility for vocational guidance, vocational instructors and administrative personnel also participate in the delivery of guidance services.

Assistance in implementing the planning process is available in the handbook's self-assessment checklists. A checklist is included for each of the eight functions identified in section one. The checklists help planners determine:

- which services are or are not being provided
- which current available services are in need of improvement
- what type of modifications are needed
- for which services initiation or improvement is a local priority

Additional planning aids included in the handbook suggest activities and strategies which may be used in the delivery of vocational guidance services.

For further information about the *Indiana Secondary Vocational Guidance Planning Handbook*, contact: *Esteline Bradley; Division of Vocational Education; Department of Public Instruction; Room 229, State House; Indianapolis, IN 46204; (317) 927-0276.*

Sex equity slide-tape presentation now available

by Cecilia G. Hawkins

The State Board of Vocational and Technical Education (SBVTE) is responsible for implementing policies and procedures which promote sex equity in vocational education programs. One aspect of this responsibility falls on vocational personnel who prepare students for the future. In order to realistically prepare students for their perspective roles, including employment, personnel in local education agencies and postsecondary institutions need to be aware of changing trends.

Under contract with the SBVTE, the Fort Wayne Women's Bureau developed a slide-cassette tape presentation to help create awareness of changing trends. The presentation titled *C.H.O.I.C.E.* focuses on unbiased, nontraditional career exploration. It provides information about nontraditional careers and motivates viewers to explore them. The presentation also focuses on the program needs of junior high through adult students, community groups, vocational educators, and private sector employers. *C.H.O.I.C.E.* is now available for you to use upon request. For further information, contact: *Cecilia G. Hawkins, Coordinator for Reduction of Sex Bias; SBVTE; 401 Illinois Building; 17 West Market Street; Indianapolis, IN 46204 (317) 232-1824.*

Placement and follow-up

The final reports of projects the SBVTE funded last year to develop and/or implement placement and follow-up systems are now coming in. We will be happy to loan copies of the reports to you. Contact: *Vocational Education Information Services; Indiana University Library, W501; Bloomington IN 47405; (812) 337-6711/7751.*

New at ICMC

New on the shelves at the Indiana Curriculum Materials Center (ICMC) is the *Indiana Curriculum Guide for Human Development.* The guide, similar in format to other Indiana home economics resource guides, was prepared to be used as the basis for three courses: child development, family relations, and human development. It includes rationales, conceptual frameworks, resource sheets, learning experiences, and resource materials. The guide is available for the cost-recover price of $6.80.

The ICMC recently completed the second printing of two very popular vocational publications developed in Indiana: the *Handbook on Vocational Education* and *Leadership Training Units for Vocational Youth.*

The *Handbook on Vocational Education*, an update on vocational education in Indiana, describes new vocational programs and older programs which have new emphasis and discusses the relationship between vocational education and related support services. The handbook covers the program areas of:

- agribusiness education
- business and office education
- distributive education
- health occupations
- home economics education
- trade and industrial education

The handbook is available for the cost-recovery price of $2.00.

Leadership Training Units for Vocational Youth is a curriculum package containing thirteen units. It is designed to be used by vocational instructors to teach leadership training to high school students in vocational education. The manual is available for the cost recovery price of $4.00.

To order these materials or to receive free listings of other ICMC materials, contact: *ICMC; TAN 200; Indiana State University; Terre Haute, IN 47809; (812) 232-6311 ext. 5884/5885.*

New SBVTE projects–

Inservice education for counselors

•Workshops, technical assistance, media awareness

by Gerald Dudley

The Indiana Career Resource Center in South Bend has been funded to deliver services to counselors under two SBVTE projects.

The first project, *Regional Inservice Programs, Communicating th. Vocational Counselor Function*, will be a joint venture between the center and the Department of Public Instruction, Division of Vocational Education. The project will conduct a state-wide survey to assess the vocational guidance needs of school counselors. The survey results will be used to prepare invitational workshops that focus on strengthening vocational counselor functions. It is anticipated that the workshops will be offered in close proximity to all interested school counselors and that approximately 300 counselors, administrators, and counselor educators will participate in the programs.

The second project relates to the first in that technical assistance and media awareness will be provided directly to a specific group of schools funded by the SBVTE to improve vocational guidance and counseling programs. This project, *Providing Career-related Assistance to Indiana Counselors Serving Vocational Programs*, will, in addition, make inservice programs available to schools that request them. The inservice programs will be designed to increase the vocational maturity of the youth in the participating schools, but the specific program content will be determined by the center staff and requesting school.

The center will continue to loan occupational/vocational materials appropriate for use in career guidance activities to educators in the northern-half of Indiana. The procurement and/or development of these materials will also continue to be a center service which benefits counselors.

For further information, contact: *Indiana Career Resource Center; 1205-09 South Greenlawn Avenue; South Bend, IN 46615; (219) 289-2851.*

•A work experience program

by Joyce E. Phelps

I don't do much in vocational guidance because I know so little about it. I would do more if I knew more.

Anonymous

Similar comments from counselors around the state were the impetus behind the new SBVTE-funded inservice project for secondary counselors. The project, contracted to New Educational Directions, Inc. (NED), is designed to fill knowledge and experience gaps that contribute to counselors' hesitancy to offer comprehensive vocational guidance services in their schools. Its goal is to increase communications, understanding, cooperation, and resource sharing between schools and the business, labor, industry, and government communities so schools will be better equipped to assist vocational students in preparing for and entering the world of work.

Through a four-week paid work experience and seminars at business and industrial sites around the state, counselors accepted into the 1980 summer program will learn, first-hand, about:

- job characteristics
- training requirements
- employer expectations
- work environments
- employee attitudes

Project details, including program locations, participant eligibility criteria, and application information will be sent to public school guidance directors by mid-March, 1980.

How will declining enrollment affect vocational education?

by Donald L. Robson

An SBVTE-funded project at Purdue University studied some projected affects of declining enrollment on vocational education. The study (1) synthesized the thinking of educational writers, futurists, and others who have forecasted the affects of declining enrollment and (2) examined the potential effects in terms of vocational education.

The study reports:

- Total vocational enrollment increased by 4.1% from 1972 to 1973 even though total general enrollment decreased.
- Enrollment in secondary vocational education increased from 39.4% in 1972 to 47.2% in 1974 and was expected to reach 69.4% in 1979.
- In Indiana the percentage of students enrolled in vocational education has increased every year since 1968 but the percentage increase has slowed in recent years.

These statistics show that although enrollment in general secondary education is decreasing vocational education has captured an increased portion of the student market. The statistics were one factor which led to the conclusion: It appears that vocational education has the potential to maintain present enrollment levels or possibility increase enrollment even though general secondary education enrollment is declining.

The state of our economy is identified as one possible explanation of the increase in vocational

(continued on page 4)

(continued from page 3)
education enrollment. The study reports that in a tight economy jobs are scarce and many people believe that when faced with tight economic conditions it is best to train high school students in vocational areas which will prepare the students for gainful employment when they graduate.

The study continues its analysis by discussing societal factors other than the economy that will affect the future of vocational education. The factors include:

POPULATION

The "baby boom" children are now entering their adult years. This group made its presence felt as a youth emphasis during the 1960's. They are now entering employment and will make their presence felt in this area also. Vocational education will need to expand its adult education services to accommodate the growing adult population.

ENERGY

All of our technology, and consequently, all of our society is affected by the availability of energy. Vocational training will be increasingly directed at the conversion, distribution, and/or control of energy. It will be necessary to train students to be adaptable to the evolution of new energy sources.

SCIENCE AND TECHNOLOGY

At this time 50% of the gross national product (GNP) is linked to information industries. It is forecasted that by 1990 70% of the GNP will be associated with such industries. Vocational educators will have to give attention to projected job-life, manpower recycling, and other effects of rapid technological change.

LIFESTYLES REDEFINED

Both men and women are taking on new roles. The same training opportunities will be available to all individuals regardless of such characteristics as sex, race, and age.

More parents will enter the labor force when their children are very small. This move will necessitate the creation of specialized child care centers with professional staffs and services.

The analysis of societal factors identifies government and the public's attitude toward educatio as two additional factors whic will influence the future of voca tional education. The discussio of these two factors focuses on th influence of the federal governmen on local school policies and pro gram offerings, the increased in terest citizens have shown in ob taining information about loca schools, their operation, and the i programs offerings, and the pro jected effects of these activitie

While the study concludes tha vocational education has the poten tial to maintain present enrollmen levels or possibly increase enroll ment even though general secondar education enrollment is declining it states that other factors wil also influence the growth potentia of vocational education.

If vocational education is t take advantage of its potential i the future, it must be prepared t design and redesign in response t changes in society, technology, an the economy.

For further information, con tact: *Donald L. Robson; F-15 Sout Campus Courts; Purdue University West Lafayette, IN 47907; (317 749-2697.*

COMMUNIQUE

Nancy Steenhausen
Editor

Carol Hodgson
State Coordinator

Communique is funded through the State Board of Vocational and Technical Education (SBVTE) as a dissemination medium of the Supportive Services and Program Improvement Unit (project number 3-80-III-14). It is edited at Indiana University by the Vocational Education Information Services and is printed by Indiana University Publications Office and Printing Plant.

Send articles, photographs, requests for additional copies, and changes of address to:

Vocational Education Information Services; Indiana University Library, W501; Bloomington, IN 47405 (812)337-6711/ 7751.

COMMUNIQUE
Vocational Education Information Services
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Indiana Vocational Education

COMMUNIQUE

Number 24 Spring 1980

SPEAK-OUTS organize displaced homemakers

by Mark Coogan

Forced into an overcrowded job market, their only skill is managing a household. Death, crippling disease, divorce, or poverty have made them solely responsible for their families' welfare, and they face insecure futures in the lowest paying jobs. They are called *displaced homemakers*.

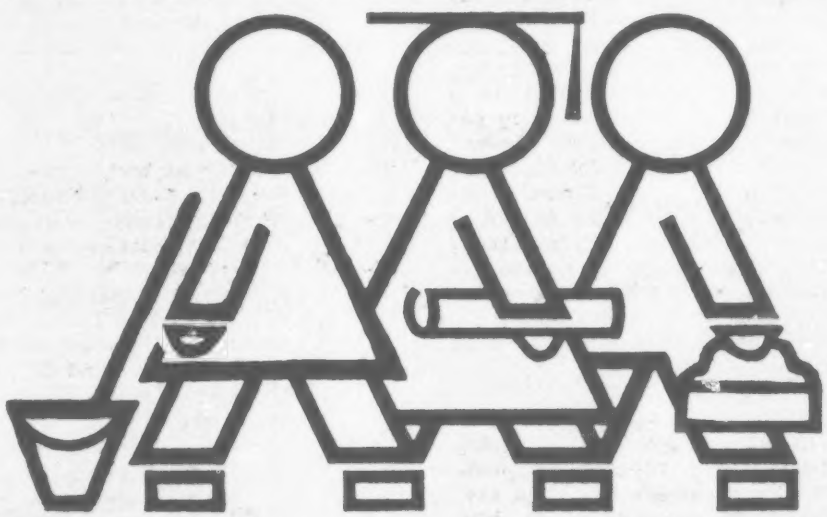
In a 1979 project conducted under contract with the SBVTE, *J. P. Lisack*, Director of Manpower Studies at Purdue University, found that government counseling and placement agencies serve only about half of the ever-increasing numbers of displaced homemakers in Indiana. Communication problems among these specialized agencies present further obstacles, to those who seek assistance.

Day care services were found to be insufficient in both number and type. Many were overcrowded, families with special needs suffered most, and convenient business hours were nonexistent. The problems would have been worse had the day care centers been affordable to all who needed them.

Lisack also found that most displaced homemakers knew very little about money management, social security benifits, food stamps, unemployment insurance, and/or veterans' benefits. Existing government agencies offer a great deal of help and Lisack concluded that a centralized information network would provide displaced homemakers more efficient and responsive services.

There are an estimated 81,000 displaced homemakers in Indiana, and for them there is hope. Two recently funded SBVTE projects, beginning in April and ending in November this year, will spend over $35,000 providing forums and coordinating services for displaced homemakers. The results of the projects will model similar programs throughout the state.

Jerrold Nieminen and *Jean L. Bush* will co-direct *Matching Displaced Homemakers with Vocational Opportunities, Support Services, Referral Agencies* in Region 4 of west-central Indiana. The project counties are: Benton, Carroll, Clinton, Fountain, Montgomery, Tippecanoe, Warren, and White.



A nearly identical project in Region 3, *Speak-out for Displaced Homemakers: a Regional Model*, will be coordinated by *Meg Eastes* and *Harriet Miller* of the Fort Wayne Women's Bureau. The project area contains the north-eastern Indiana counties of: Adams, Allen, DeKalb, Huntington, LaGrange, Noble, Steuben, Wells, and Whitely.

Both projects will be introduced through the media and invite displaced homemakers to district Speak-outs. As the name implies, these meetings will provide participants a forum for voicing their needs and goals, as well as barriers they face. These day-long events will be strategically located so that no more than 150 persons attend allowing everyone to have their say. Listening to the displaced homemakers will be service providers such as vocational directors and educators, superintendents, and specialized personnel from universities, employment agencies, and CETA.

Displaced homemakers will be selected as panel members, keynote speakers, and project assistants. Questionnaires and filmstrips will stimulate open discussion to clarify needs and issues. Service providers will offer solutions and suggest available resources while

(continued on back page)

Coordinator for vocational special needs appointed at Purdue

by Mark Coogan

Congratulations to *Dr. Sharon Holub* who has recently been appointed coordinator of preservice and inservice education for vocational special needs at Purdue University. Sharon comes to Indiana from Houston, Texas where she was a distributive education coordinator working with inner-city youth.

As the Purdue-based coordinator of the SBVTE-supported Indiana Consortium for Vocational Special Needs Personnel Development, Sharon will organize university resources to train vocational special needs personnel.

In their commitment to the Indiana Consortium for Vocational Special Needs Personnel Development, each of the four state universities has added a faculty member to train vocational education and special education faculties

Sharon joins appointees *Patricia Sitlington* (I.U.), *Cheryl Steczak* (Ball State), *Ms. Paula Lees* and *Dr. William K* (I.S.U.) in this significant c tribution to Indiana's handicap and disadvantaged persons.

Indiana is proud to have s skilled people involved in suc meaningful and productive proje but these efforts needn't be lim ed to the university level. information on training vocatio special needs personnel in your cal schools contact: *Thomas Cooke; SSC-F, Room 40; Purdue U versity; West Lafayette, IN 479 (317) 494-8591 or 494-8026.*

Follow-up

Reading requirements on the job

The Reading Education Department of the School of Education at Indiana University has released two publications which directly address the literacy requirements of the workplace. *Literacy Requirements in Business and Industry*, Mikulecky and Diehl (1979) is a literature review of literacy requirements in business, government, and the military. *Job Literacy: A Study of Literacy Demands, Attitudes, and Strategies in a Cross Section of Occupations*, Mikulecky and Diehl (1980) presents the results of a recent Spencer Foundation-funded study which intensively examined and tested 107 workers from 100 occupations.

Dr. Larry Mikulecky and *Dr. William Diehl* have been attempting to develop profiles of what sorts of literacy abilities are required on a variety of jobs, how well workers meet those requirements, and what differences in literacy exist as one moves from blue-collar to service to clerical/sales to professional jobs. The *Job Literacy* study results point to some interesting conclusions. Those are:

-Nearly all workers perform some form of reading as part of their jobs.

-Nearly two-thirds of all reading done at all levels is *reading-to-do;* that is, skim for a detail and then apply. The material is from one to three pages in length and often includes charts, graphs, tables, or brief explanations. These tasks are repetitive.

-About ten percent of reading tasks are *reading-to-assess* or *evaluate;* a slightly higher status occupation.

-There are no clear differences among job levels in *time spent* doing job reading daily (mean = 113 min.) and *difficulty* of material (mean = 10.9) grade level.

-Higher job levels requi reading of material with sc and more varied depth.

-Though general reading ab ity and job reading abili are significantly correlat workers' job reading abil is significantly higher t their general reading ab ity.

Mikulecky is also current involved in a new study for the tional Institute of Education titled *Job Literacy: The Relati ship Between School Preparation Workplace Actuality.* The new st examines the literacy demands abilities of additional workers well as students in both technic school and high school. Though data is not yet completely analyz preliminary results suggest t almost none of the reading or re ing training encountered in scho is designed to efficiently tr students in *reading-to-do* appli tion tasks.

Copies of *Literacy Requi ments of Business and Industry*, a of *Job Literacy* are available $2.50 each from the *Reading E cation Department, School of E cation, Room 211, Indiana Univ sity, Bloomington, IN 474* Checks should be payable to Indiana University Foundation.

Audio-visual career interest test clarifies options

by Mark Coogan

For many, choosing a career is the most important and difficult decision of all. Happiness and security are at stake, and as society becomes more complex, choices multiply so knowing what to want becomes more difficult than achieving it.

Educators and counselors alike realize that delaying the decision reduces the likelihood of success and that the career decision-making process must be simplified.

To this end, the Indiana Career Resource Center (ICRC) staff has devised the *Comparative Career Search, (CCS)* test. SEVTE-funded and normed in 50 Indiana middle and secondary schools in 1975-76, the *CCS* test aligns the reality of a working environment with the expectations of those attracted to that particular field. Adult (job incumbent) validated and youth normed, results comply with the general vocational interest models proposed by Holland (1973).

Vocational interest testing is not a new idea, but it has been around long enough to be improved. The conventional pencil-and-paper format tests cause a great deal of inconvenience in organizing, supervising, and analyzing test results. Those with impaired reading skills suffer. Time lags between the test and the results lessen interest. And most important, pencil-and-paper tests tend to measure only the person's expectations of a vocation s/he knows very little about.

The *CCS* test remedies these flaws. The test package includes the following items:

Instant feedback of test results offers students more meaningful vocational guidance.

- 112-frame filmstrip (or slides) of persons photographed in actual work environments
- audio-cassette of instructions and test-taking music with audible and silent pacing signals
- *CCS* answer sheet in hand machine format for each individual.

Instead of imagining what it would be like to sell insurance or fly an airplane, *CCS* participants view color photographs of job-related activities. Two contrasting types of jobs are presented together (e.g. clerical, sales) and viewers see what the work involves and choose that which appeals to them. Incumbents in the field unanimously selected only those photographs which most realistically depicted their work experience. Participants literally "see what they're getting into." The audio-visual format negates reading disabilities. Self-scoring answer forms provide immediate test results, enriching self-awareness and self-understanding. Scores are compared to a field of study section which suggests the type of training necessary.

The CCS filmstrip shows actual work environments to correct students' expectations.

Approximately 40 minutes are required for the testing and scoring session, and the *CCS* test is equally effective in business or education, group, or individual settings.

Dr. Gerald O. Dudley, ICRC staff director states, "With career choice a life-long series of events, the necessity for realistic information is essential to the individual."

Price: Sound/filmstrip plus 200 answer sheets - $65.00, sound/slides plus 200 answer sheets - $150.00, video tape format on request, additional answer sheets - $.08 each.

For further information, contact: *Indiana Career Resource Center; 1205-09 South Greenlawn Avenue; South Bend, IN 46615; (219) 289-2851.*

Special classes at Muncie grade school

by Cheryl Steczak

Morrison Mock Elementary in Muncie initiated a program to teach survival skills to special needs students. Most special classes are available at the middle and secondary levels, making it difficult for younger special needs students to attend.

Teachers *Glenna Shilling* and *Eleanore Huff* developed a curriculum of varied homemaking skills and *Corine Davison* and *Rae Anne Hendren*, seniors in home economics at Ball State, assisted.

The nine-week program teaches a number of skills from mending and fabric alteration to proper nutrition. The program also includes field trips which teach budgeting and buying strategies. Development of these skills provides avenues for future employment.

For more details on the project, contact: *Cheryl Steczak; 722C Teachers College; Ball State University; Muncie, IN 47306; (317) 285-5539.*

Editor's Note: Cheryl Steczak, Ball State University Coordinator for the Indiana Consortium for Vocational Special Needs Personnel Development, consulted on the project.

(continued from front page)

the framework for a centralized information network is established. Continuing media coverage will maintain community interest and periodic assessments of the Speak-outs will help define specific regional needs of displaced homemakers. The format found to be most effective in district Speak-outs will become the format of regional Speak-outs.

In Region 4, Nieminen and Bush have scheduled the first Speak-out in May at Lafayette. When the project is completed in November, brochures describing the benefits will be available at Voyagers, Parents Without Partners, Solo-Club(YWCA), Yoke-Fellow groups, and community health, welfare, legal, and religious organizations.

In Region 3, Eastes and Miller have tentatively set district Speak-outs in June and July for Angola, Huntington, and Kendallville. In August, the regional Speak-out site will be Fort Wayne. Upon completion, project information will be available at the Fort Wayne Women's Bureau and at all SBVTE-funded information centers.

Presently, there is no program in Indiana that attempts to address the needs of this special group of Indiana citizens: the *displaced homemaker*. Soon, there will be.

All those interested should contact:

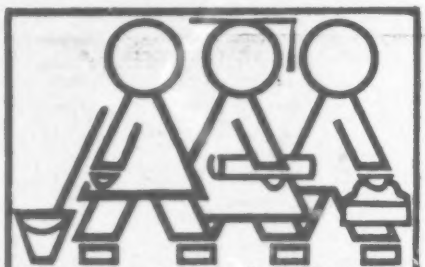
Region 4:

Jerrold Nieminin; FWA-3; Purdue University; West Lafayette, IN 47907; (317) 493-8617.

Jean L. Bush; SCC-F; Purdue University; West Lafayette, IN 47907; (317) 494-8680.

Region 3:

Meg Eastes or Harriet Miller; 203 West Wayne Street, Suite 315; Fort Wayne, IN 46802; (219) 424-7977.



This visual aid for displaced homemakers was adapted from the logo of the Wayne Career Education Program in Wayne, N.J.

What do you think of Communique?

In this issue some lucky readers will find a questionnaire about *Communique*. We're conducting this survey to make *Communique* more useful to you. Now is your opportunity to tell people who want to help you how to help you.

For those involved in vocational education, *Communique* should be both a source and an outlet for the latest information. How useful has it been to you? What would you like to see more of? Have you considered *Communique* as an outlet for your materials? What do you think we do wrong? We need to hear from you.

Take a minute to fill out the questionnaire and drop it in the mail. Your opinions will be used to improve this publication which will in turn, help you in your work.

If you weren't lucky enough to receive a questionnaire but have opinions you'd like to express, write us at: *Vocational Education Information Services; Indiana University Library, W501; Bloomington IN 47405.*

COMMUNIQUE

Nancy Steenhausen
Editor

Carol Hodgson
State Coordinator

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Number 25 Summer 1980

PBVE successful in industry

by Mark Coogan

Performance based vocational education (PBVE) techniques have vastly improved training programs at the Cummins Engine Company in Columbus, Indiana. Don Day, training manager at Cummins, began the performance based program in March of 1979. Since then, worker productivity has increased 26% and nearly $40 thousand has been saved in training costs.

Day devised the program with the help of Dr. Bill West, Director of Indiana's research for performance based vocational education. West's model training program is based on thorough research of exactly how an excellent worker does the job so well. Every skill and knowledge the job incumbent uses is noted and categorized. Training curriculum are developed from this information to accommodate both classroom and on-the-job situations. The result is an efficient, thorough, and standardized training program which produces a more highly skilled worker. As Day summarized, "We hire only good people at Cummins and each worker who goes through the training system brings along a degree of creativity and insight to the job. They learn skills from very talented and successful job incumbents and the end result is a better system for the people teaching and learning it."

The training program was first applied to the job of dynamometer operator. Eventually, it could be used to plot training progression paths for all 11 job titles at Cummins. Day designed the training curriculum through extensive dialogue with his very best dynamometer operators. Frank Hoban, an operator instrumental in the development of the program, provided Day with every detail of every task he performed on the job. "I turn on the lights" was the first item on Hoban's list. After all the tasks had been compiled and analyzed, material for a four-week training program had been developed.

The task matrix for the job title of dynamometer operator explained exactly what skills and background were necessary. Further task analysis clustered job information in a logical learning order

so that none of the learning content overlapped and each lesson amplified the previous one "This is a completely total system," said Day, "it has a number of steps and each step must be followed to achieve the end result."

Participants in the program are Cummins employees who have worked their way up to dynamometer operator trainee. Job domain reference tests are administered to determine how much training each participant needs. The tests include both classroom situations and "hands on" worksite situations. Training manuals developed at Cummins are used in class and actual lesson plans use experienced dynamometer operators as on-the-job trainers. Day explained that experienced operators are the most able to deal with any problems that might occur in the $1 million test cells. They are immediately available to answer the participants' questions, and as a peer, they speak the trainees' language.

Hoban was the first to offer his services to the project. Trainees observed his performance of the job tasks and were quickly placed at the controls under his supervision. Classroom curriculum gave participants a deeper understanding of the tasks they performed. Within days trainees were operating two, maybe three, up to six test cells but always within easy access of a training manual and Frank Hoban. "It (the manual) gives a worker something to fall back on even after the training's over." Hoban said, adding, "If there's something they're not sure of, they can look it up right away. If they still aren't sure, they can ask me."

Soon the trainee is a competent dynamometer operator who further develops skills in an ever-improving system. The training program started with a one-to-one trainer/trainee arrangement that usually lasted four weeks. Now, each trainer instructs two trainees for a period of two weeks.

Day is as optimistic about the expansion of the program as he is excited about its present success.

(continued on back page)

Model for recruitment and selection of voc ed students

by James A. Pershing and Thomas A. Schwandt

Inconsistent methods and criteria have been used in recruiting and selecting students for vocational education programs. In some instances, students themselves enroll in vocational programs. In other instances, school personnel actively recruit and select specific students for particular programs. However, recruitment and selection activities can be based on either limited and relatively unreliable information, or on extensive, factual, and reliable information. In some schools, student recruitment and selection practices are consistent and systematic but in other schools, practices vary from student to student or program to program.

Until recently, the nature and extent of student recruitment and selection practices in Indiana's vocational programs was unstudied. It was assumed that some means of attracting students to vocational education programs must have been used. In instances where more students applied to vocational education programs than could be accepted some method for rejecting some students and accepting others must have been employed. Even in situations where student demand for vocational programs did not exceed enrollment capacity, some type of admissions or screening process must have been used to place the student in a suitable program.

To define and integrate the components of a model system for recruiting and selecting vocational education students, the Department of Vocational Education, Indiana University-Bloomington undertook a study of current vocational education student recruitment and selection practices in Indiana schools. With funds from the SBVTE, the department surveyed Indiana's area vocational schools and the regional campuses of Indiana Vocational Technical College.

The project produced two products that vocational administrators at the secondary and postsecondary levels should find helpful in both planning and implementing recruitment and selection strategies. The report entitled, *Vocational Education Student Recruitment and Selection Practices in Indiana: Methodology and Findings* explains the methods used in conducting the survey, reviews recruitment and section practices in states other than Indiana, and discusses the findings from the survey of Indiana schools.

A second report entitled, *A Schema for Recruiting and Selecting Secondary Vocational Education Students* presents a five-phase design for linking recruitment and selection activities to planning, instruction, and evaluation. In addition, this report provides information useful in designing special recruitment and selection strategies. Soon, Vocational Education Information Services will make these publications available to vocational administrators, vocational guidance personnel, and vocational planners.

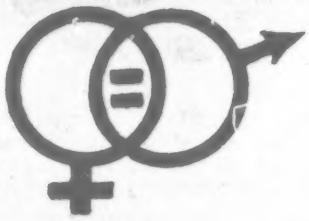
For further information contact: *Dr. James A. Pershing or Thomas A. Schwandt; School of Education, room 216; Indiana University; Bloomington, IN 47405 (812) 337-8104.*

Sex bias in voc ed focus of workshops

by Joyce Phelps

What do you think should be done about sex bias in your school? How does sex bias limit young people's lives and career options? Are sex bias issues confusing? Why would a man want to become a nurse? Why would a woman choose mechanics?

You'll find solutions to educational inequities in a current SBVTE-funded project. New Educational Directions, Inc. (NED) is developing guidelines to help counselors and vocational educators identify and combat sex stereotyping. Specifically, the guidelines will suggest policies, practices, and materials to make vocational education more responsive to the needs of both sexes.



NED will also conduct four workshops this fall focusing on sex bias in vocational education. The workshops will address the needs of secondary and postsecondary counselors and vocational administrators who want to promote educational equity. The workshops are scheduled as follows:

One Day
September 22, Indianapolis
October 30, Indianapolis

Two Day
September 24-25, Nashville
October 16-17, Rochester

Travel and accommodations will be provided for all workshops. School corporations and postsecondary institutions may send vocational instructors in the company of administrators and counselors.

For registration materials contact: *Joyce Phelps; New Educational Directions, Inc.; Box 307 Crawfordsville, IN 47933; (317) 362-8877.*

Students overcome handicaps

by Posi Tucker and Tone Zipp

The special needs program at the Elkhart Area Career Center has assisted many "special students" over the last six years. Three students presently enrolled at the center have worked very hard to overcome their handicaps.

Darcy, a student in secretarial lab, is the receptionist at the center's main desk. She handles business calls and correspondence among other secretarial duties. She also greets visitors, students, and faculty as they enter the office area. These receptionist tasks are listed as job descriptors but for Darcy they have been more of a challenge - she is blind. She uses a brailler to take notes for dictation. With her typing skills, and a Dictaphone machine, she types rough drafts for business letters, and after proofreading by her supervisor, types final drafts. Darcy uses braille initials on the telephone dial to make buriness calls. She records the messages on her brailler and then transcribes them onto a typed memo.

Speaking about her career center experience, she states, "The career center gives me the opportunity to use my talent without being impaired by my blindness."

Tina and Terry, twin sisters enrolled in commercial arts, came to the career center filled with anxiety. They were classified as educable mentally retarded (EMR) students and had been quite comfortable in their special education classes at their home school. Now, Tina and Terry both agree they have learned much about the field of commercial art. The career center instructors discussed the employment opportunities available to Tina and Terry, and taught them all the necessary techniques and skills such as key lining, lettering, advertising, designing book and album covers, newspaper illustration, lay-out, and basic drawing. But for all the technical skills learned, Tina and Terry are quick to point out that just being "accepted" means more to them. Student and teacher acceptance of their handicaps made them more willing to show what they could do.

Many special students like Tina and Terry have developed marketable skills at the career center. Photos by Jean Stuart.

Darcy's courage and effort provide opportunity.

Both feel they need further training to be employed in their field and they plan to pursue that option. For Tina and Terry this has been a year of hard work, new friends, and furthering a talent that offers them a career.

For more information on vocational special needs programs at the Elkhart Area Career Center, contact: *John Morgan; Program Director; 2424 California Road; Elkhart, IN 46514 (219) 295-4788*

(continued from front page)

Even trainees who do not successfully complete the training program in the allotted time are granted an extension. Eventually, all participants improve their skills and the plant management can more accurately plan productivity.

Currently, Day is developing training programs for job titles closely related to dynamometer operator. He also collaborates with a full-time task analysis researcher to expand the money saving benefits of the program beyond the workshop. Without doubt, he believes nearly every position at Cummins could benefit from a performance based training program and that the costs saved in training will benefit all personnel at the plant. He concluded, "The best part of the program is that it lends itself to change which is the nature of technology. At Cummins, technology is the name of the game."

For more information contact: *Don Day, Training Manager; Cummins Engine Co.; 1000 Fifth Street; Columbus, IN 47201 (812) 372-7211; Ed Hornback; State Board of Vocational and Technical Education; 401 Illinois Building; 17 West Market Street; Indianapolis, IN 46204; (317) 232-1823.*

Guidance professionals cite problems, solutions

by Allen Segrist

The staff of SBVTE-funded *Inservice Program for Counselor Renewal and Guidance Program Development* conducted three one-day workshops in mid-March at Jasper, Fort Wayne, and West Lafayette. Counselors, guidance directors, vocational educators, and concerned persons from the schools and communities took part. The workshops showed that most guidance professionals felt competent and productive in their present jobs, but thought they needed more information about vocational education opportunities for students and more direct experience with the world of work.

The objectives of the workshops were: 1) present a comprehensive guidance program model, 2) clarify needs and priorities in developing activities of these programs, 3) demonstrate six area SBVTE-funded projects, and 4) encourage professional development by emphasizing leadership and management of guidance programs.

The procedures of the workshops were well- supported by the interaction and feedback of the participants. Many ideas were generated and shared as participants sought solutions to mutual problems. Differences of opinion occurred among subgroups. For example, guidance directors felt the vocational guidance program was effective and that assistance to special populations was adequate. Vocational educators disagreed on both points. All participants agreed that the project's handout materials and demonstrations were valuable to their own programs and indicated their willingness to use new techniques and strategies.

Assessment of opinions before and after the workshops showed a positive change in attitude toward vocational education opportunities. Most participants learned innovative approaches to the programs goals and urged additional workshops to further share program ideas. And these ideas help build better guidance programs.

For more information on the project contact: *Allen E. Segrist, Project Director; Department of Education; Purdue University; West Lafayette, IN 47907 (317) 749-2*

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COMMUNIQUE

Number 26

Fall 1980

New projects serve many needs

by Mark Coogan and Ed Brown

Over $1.3 million has been invested in Indiana's most valuable resource: its people. At the September meeting, the State Board of Vocational and Technical Education (SBVTE) approved funding of nearly 67 projects that will serve a wide variety of vocational education needs over the next year. From research and curriculum development, to teacher education and student guidance, project goals and services span the state to perpetuate the ever-increasing effectiveness of vocational education.

The quality of instruction determines the success of any education program. Fourteen teacher education projects received funding. The projects will utilize service strategies, conferences, workshops, and seminars to familiarize teachers with the most innovative instructional techniques and curriculum. Valuable insight will be offered to instructors of vocational horticulture, agribusiness and agrimechanics, health occupations, home economics, marketing, business and industrial education, and the industrial arts. Within each program, evaluation systems assess effectiveness and identify sex bias practices.

To enhance the improving abilities of vocational instructors, 16 curriculum development projects received funding. Proven methods like performance based vocational education (PBVE) will be used to develop or modify curriculum in machine trades, industrial training, agrimechanics, economic development, food services, consumer and homemaking, and health occupations. Performance based curriculum specialists will cooperate with instructors in areas of curriculum

structuring, articulation of students between secondary and postsecondary levels, and development of curriculum for regular and disadvantaged and handicapped students. Considerations for sex equity will strongly influence the development and modification of all curriculum in these projects.

Quality instruction and curricula best serve the student who is properly counseled. The SBVTE allocated funds to establish or continue nine student service projects. Recruitment, assessment, guidance and counseling, job opportunity, placement, and follow-up services will help students throughout the state establish career goals and choose avenues of success. Other guidance and counseling projects will develop information and support services, model systems for secondary and postsecondary institutions, and model systems for counselor training. The SBVTE urges that sex equity standards be met at every project site.

Projects will serve larger areas as well. A consolidated grant for Indianapolis Public Schools will support PBVE curriculum activities as well as guidance, career planning, and recruitment of students in nontraditional programs. In the Fort Wayne area, a consolidated grant will finance the development of model programs in marketing and distributive education and a model of sex equity in nontraditional occupations. A coordinated secondary and postsecondary project will be operating in the Columbus area, and in Region 6, a consolidated grant will fund support services and program improvement activities.

In a new effort, the State Board allocated funds for the training for profit program (TFP) which will help business and industry meet training needs through the existing vocational education delivery system.

Throughout the state, these projects will be serving thousands and amassing a vast array of information. Three projects will organize the information and link researchers with practitioners. The projects will provide storage, reference, retrieval, and dissemination of research data as well as the storage, development, and dissemination of curriculum materials and media.

For more information on these projects, contact: *Vocational Education Services, ICMC/VEIS; 840 State Road 46 Bypass, Room 111; Indiana University; Bloomington, IN 47405; (812) 317-6711/7751.* For information concerning priority areas contact: *C. Edward Brown; State Board of Vocational and Technical Education; 101 Illinois Building, 17 West Market Street; Indianapolis, IN 46204; (317) 232-1810.*

Special projects for disadvantaged

by Mark Coogan and Larry Fosler

High unemployment rates plague disadvantaged populations. Expanding enrollment of disadvantaged students in vocational programs demands more special services. In response, the State Board of Vocational and Technical Education (SBVTE) has approved funding of 23 special projects for the disadvantaged. The projects spend nearly $557 thousand to provide over 3,100 disadvantaged students training for satisfying, productive careers.

Twenty-three local education agencies (LEAs) in Indiana serve as project sites. Allocated funds assist selected LEAs by covering 100% of the cost of personnel and the acquisition and maintenance of instructional supplies, aides, and equipment. The ability of these LEAs to finance vocational education programs independently was one of the many selection factors. Other criteria focused on the demographics of the area served by the LEA. Areas with high populations of unemployed, dropouts, economically disadvantaged, and higher cost students warranted more urgent consideration. In all, 87 Indiana LEAs earned high criteria ratings and final selection depended upon the objective of the proposed project.

Projects utilizing teachers' aides in regular vocational programs to mainstream disadvantaged students received high priority. Approved projects apply this service to a wide range of curriculum and help each student advance to their highest potential through more individualized supervision and greater classroom flexibility. Sites for these projects are: Cloverdale Community Schools, the North Lawrence Community Schools, and South Knox School Corporation.

Similar projects received funding for the use of additional support personnel in regular vocational programs. Disadvantaged students served by these projects receive counseling in communication and other personal and social skills, and tutoring services range from remedial English, writing, and math to home economics skills. Periodic testing will measure progress and all supportive efforts are aimed at helping students succeed in regular vocational programs. LEAs housing projects of this nature are: the South Central Area Vocational Schools, the Tell City-Troy Township Schools, El-Tip-Wa Area Vocational Schools, Scott County School District #1, South Harrison Schools, Prairie Heights Community Schools, Mitchell Community Schools, and Oregon-Davis School Corporation.

The SBVTE also granted funds for projects aimed at covering instructional costs of self-contained vocational programs limited to disadvantaged students. The Connelton City School houses an interdisciplinary cooperative education (ICE) program of instruction which includes practical related experience and on-the-job training activities for 30 disadvantaged students in the Perry County Area Vocational Cooperative. These self-contained projects help students prepare for regular vocational courses.

The majority of funded projects focus on the employment of the disadvantaged. These projects employ additional counseling personnel to perform a wide variety of services which may include guidance, testing and evaluation, program placement, and actual job placement and follow-up. LEAs offering these kinds of services include the West Washington School Corporation which features speakers from local business and industry. Tell City-Troy Township Schools stress counseling, testing, evaluation, and program placement as do M.S.D. of Mt. Vernon and New Castle Community Schools. Projects that have expanded services through linkages with an area vocational school operate from the North Central Community Schools, the East Washington Community Schools, and the Scott County School District #2. In addition to other services, job opportunity information is offered at the Twin Rivers Vocational Area, and actual job placement and follow-up services are offered at the Monroe County Community Schools. The project at the Southeastern Indiana Vocational School offers ninth and tenth grade potential dropouts career information, hands-on experience, and skill development.

Through this concerted effort disadvantaged students receive the most recent, innovative, and energetic services. The wide variety of project objectives will remove many educational barriers and allow the disadvantaged to support, rather than burden society.

For more information contact: *Special Vocational Needs State Coordinator; State Board of Vocational and Technical Education; 401 Illinois Building; 17 West Market Street; Indianapolis, IN 46204; (317) 232-1817.*

Communique survey results

We are happy to announce that the results of our *Communique* survey indicate you benefit from this publication. Most respondents felt that the information in *Communique* was helpful in their work and that the brief, easy-to-read format was effective. For your kind words of appreciation, we thank you.

Equally important were the suggestions you gave and upcoming issues of *Communique* will reflect our regard for your opinions.

Future issues will focus on providing:

- .information on new books, materials, and resources available.
- .information on SBVTE projects as they are funded.
- .new ideas and innovations which will help improve classroom practices in specific program areas.
- .new ideas and innovations to improve management and administration in specific program areas.

We feel that by focusing on these areas of interest, the information in *Communique* will better serve the needs of you, our readers. But don't wait for another survey to tell us how this newsletter can provide a more effective informational service.

Contact us at: *Vocational Education Services, ICMC / VEIS 840 State Road 46 Bypass, Room 111, Indiana University; Bloomington, IN 47405; 337-6711/7751.*

Gains in nontraditional enrollment

by Nancy Moller

There is evidence of shifts toward nontraditional enrollment in secondary and in postsecondary courses. "Nontraditional" areas or courses are defined as having less than 10% of one sex enrolled. Traditionally, males dominate courses in agriculture and trades and industry, while females choose health occupations, business and office, and consumer and homemaking education. However, the recent emphasis on encouraging a student to choose a vocation because of interest and ability, rather than sex, may be affecting enrollment trends.

Specifically, the male enrollment in secondary level health occupations has increased over the three (3) year period, 1976-1979, by 3% a year.

1976-77	1977-78	1978-79
5%	8%	11%

Postsecondary male enrollment also increased in health occupations and in the occupational preparation area of home economics. The most rapid gains were in food management (47%), production (71%), and services courses (84%).

Female enrollments have gradually increased in secondary level business courses such as computer programming and data processing. Gains in more areas were evident at the postsecondary level. Specifically, business, technical, and trades and industry courses became more popular choices of females. Detailed data sheets (available at ICMC / VEIS) show percentages by level, course title, and gender.

Many students have chosen nontraditional courses, but sex role stereotyping continues. The 1978-79 data reveal over 68% of secondary course areas still have more than 90% of one gender.

The State Board of Vocational and Technical Education is interested in successes and difficulties in nontraditional enrollment in secondary and in postsecondary courses. Details would provide valuable information.

For more information or to pass along news of your nontraditional enrollment program contact: *Nancy Moller; State Board of Vocational and Technical Education; 401 Illinois Building; 17 West Market Street; Indianapolis, IN 46204; (812) 232-1824.*

We're moving in together . . . .

. . . . . to make it easier!

With one call you can get:

- literature searches
- research materials
- curriculum materials
- audiovisual materials

You'll find us at:

Vocational Education Services ICMC/VEIS

840 State Road 46 Bypass, Room 111;

Indiana University; Bloomington, IN 47405 (812) 337-6711.

New at ICMC/VEIS

Four recent publications are now available at ICMC/VEIS. Supplies are limited, so call now.

SECONDARY AREA VOCATIONAL SYSTEM, SPRING 1980

This report provides a convenient, comprehensive reference for secondary level vocational education in Indiana during the 1979-80 school year. Maps, charts, and lists help describe all 49 area vocational districts in detail: LEAs participating, courses available, counties served, contact persons, and important additional information. An easy-to-follow chart gives extensive enrollment information on the numbers of students participating in vocational programs, attending LEAs, and served by each district. Thorough indexing makes all this information easy to find and the well-organized format conveys the information quickly and clearly. As a desk-top reference of secondary vocational education, *Secondary Area Vocational System, Spring 1980,* provides an excellent service. Single issues of this publication are free to Indiana residents.

VOCATIONAL EDUCATION PERSONNEL TRAINING PROJECTS IN INDIANA, 1970-1978

Single copies of this report, number 10 of the Information Series, are now available free from ICMC/VEIS. The report summarizes personnel training projects funded during the 1970's which focus on providing teaching skills, meeting standards of the individual learner, coordinating instruction between educational institutions, and training personnel to prepare vocational graduates for the world of work. Four separate indexes help locate information quickly and easily. Researchers, instructors, and administrators can use the report to identify activities essential to a vocational personnel training system for the 1980's.

INSTRUMENTS for the EVALUATION of TEACHER EDUCATION

This report assesses methods for upgrading instructional and administrative personnel. The 200-page document provides in-depth analysis of the three main mission areas of vocational teacher education: (1) instructional services, (2) research and development activities, and (3) service activities. The material also serves as a model for teacher education evaluation. Single copies are free to Indiana residents.

A SYSTEM for PARTICIPANT FEEDBACK for DECISION MAKERS

Administrators of adult vocational education (AVE) programs will find valuable information in this final report of an adult education follow-through project. The report offers participant feedback materials for program planning, implementation, and evaluation, and materials for researching reasons participants enroll in AVE programs. In-depth information on the use of these materials makes this publication a valuable tool in the development or assessment of an AVE program. Single copies are free to Indiana residents.

For your free copies of these materials, contact: *Vocational Education Services ICMC/VEIS; 840 State Road 46 Bypass, Room 111 Indiana University; Bloomington IN 47405; (812) 337-6711/7751*

COMMUNIQUE

Nancy Steenhausen
Mark Coogan
Editors
Carol Hodgson
State Coordinator

Communique is funded through the State Board of Vocational and Technical Education (SBVTE) as a dissemination medium of the Supportive Services and Program Improvement Unit (project number 3-80-III-14). It is edited at Indiana University by the Vocational Education Information Services and is printed by Indiana University Publications Office and Printing Plant.

Send articles, photographs, requests for additional copies, and changes of address to:
Vocational Education Information Services; Indiana University Library, W501; Bloomington, IN 47405 (812)337-6711/7751.

COMMUNIQUE
Vocational Education Information Services
Indiana University Library, W501
Bloomington, Indiana 47405

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Nonprofit Organization
Bloomington, Indiana
Permit No. 2

Appendix D

Information Series Number Seven
Promotional Brochure

DO YOU WANT TO:

- keep up with changes in the field of special needs?
- learn more about the vocational programs Indiana funds for special needs students?
- develop a vocational program for special needs students in your school?

If your answer is yes to any of these questions, we have the report you need:

VOCATIONAL PROGRAMS IN INDIANA FOR
SPECIAL NEEDS STUDENTS, 1978-1979

The report summarizes 94 Indiana vocational special needs projects funded in 1978 and 1979. The project summaries identify and describe many programs and services offered to special needs students by the projects.

The summaries are divided into five categories:

- mainstreaming programs
- cooperative education programs
- isolated lab programs
- combined programs
- limited English speaking ability programs

Each project summary describes programs and services available. Each summary also includes the category name, the project number, the agency name and address, budget costs, grade levels, participants, and descriptors from the *ERIC Thesaurus of Descriptors*. The report is well indexed for easy use.

Single copies of the report are free to Indiana residents, just return the attached.

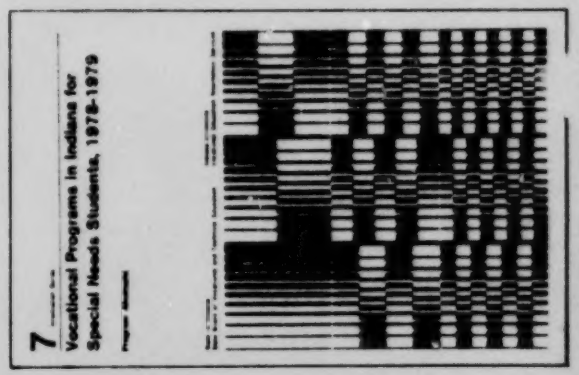
VOCATIONAL PROGRAMS IN INDIANA FOR
SPECIAL NEEDS STUDENTS, 1978-1979

Single copies of this report are free to Indiana residents (out-of-state $2.00), just return this card to: Vocational Education Information Services, Indiana University Library, W501, Bloomington, IN 47405.

Name _____

Title _____

Address _____



Appendix E

Information Series Survey Instrument and Cover Letter

vocational | education | information | services

linking educators with resources and services

840 State Road 46 Bypass, Room 111
Indiana University
Bloomington, Indiana 47405

(812) 337-7751/6711

November 28, 1980

Dear Colleague:

You recently received Information Series report number 11, *A Local School Implementation Plan for Performance Based Vocational Education*, and have been selected to evaluate the Information Series reports published by Vocational Education Information Services.

The Information Series reports summarize vocational education research conducted in Indiana. Their purpose is to help you stay up-to-date and informed. Please help us evaluate the usefulness of the reports published in the past and develop new publications you can use by answering the enclosed questionnaire.

The questionnaire take less than ten minutes to answer. I would appreciate your taking time from your busy schedule to fill out the questionnaire and return it in the envelope provided. Data collected will be treated in aggregate. Your response will not be analyzed individually.

Thank you in advance for your participation. Please return the questionnaire as soon as you can; every questionnaire returned will be of value. Call (812) 337-6711 if you have questions.

Sincerely,

Nancy Stoenhausen

Nancy Stoenhausen
Publications Coordinator

NES/cls

Enclosure

Supported with funds from the State Board of Vocational and Technical Education | State of Indiana

Vocational Education Services, ICMC/VEIS
840 State Road 46 Bypass, Room 111
Indiana University
Bloomington, Indiana 47405

SURVEY OF THE INFORMATION SERIES REPORTS

We invite you to help us improve the reports published by Vocational Education Information Services (VEIS). Help us learn more about the Information Series reports, the impact they have had on vocational education, and the types of publications you need by answering the following questions. Respond either by circling the number of the appropriate response or by writing comments in the space provided. Please call (812) 337-6711 if you have any questions.

1. Have you used the Information Series reports in any of the following ways:

	Yes	No
scanned	1	2
read	1	2
studied	1	2
referred to	1	2
shared with others	1	2
implemented as part of your program	1	2
filed for use	1	2

2. To what degree have the Information Series reports brought about:

	None	A Little	Some	A Lot	A Great Deal	No Opinion
a change in course content	1	2	3	4	5	6
a change in the way a particular course is being taught	1	2	3	4	5	6
a deletion in course content	1	2	3	4	5	6
an addition to course content	1	2	3	4	5	6
a change in materials used in the classroom	1	2	3	4	5	6
a change in evaluation of specific vocational courses	1	2	3	4	5	6
a change in evaluation methods	1	2	3	4	5	6

3. To what degree have the Information Series reports helped you decide to:

expand course offerings	1	2	3	4	5	6
limit course offerings	1	2	3	4	5	6
eliminate course offerings	1	2	3	4	5	6

4. To what extent have the Information Series reports helped in:

updating teachers	1	2	3	4	5	6
updating teaching content	1	2	3	4	5	6

5. On a general basis have the Information Series reports been useful to you?

None	A Little	Some	A Lot	A Great Deal	No Opinion
1	2	3	4	5	6

6. Would you like to see more Information Series reports that are:

	Yes	No	No Opinion
position papers written by practicioners on high priority topics in the state . . .	1	2	3
collections of abstracts of research projects funded in the current year . . .	1	2	3
edited versions of final reports of SBVTE-funded research projects	1	2	3
"how to" handbooks	1	2	3
syntheses of reports of projects conducted on the same topic (e.g., articulation) . .	1	2	3
four or five page documents reporting the findings of SBVTE-funded research projects	1	2	3

7. Which one of the Information Series reports have you found most useful? Please list the title and number, if known, or a brief description of the publication if you cannot recall the title.

TITLE OR DESCRIPTION: _____

_____

_____ NUMBER: _____

8. What type of format would you suggest to improve the Information Series reports?

_____

_____

_____

9. What topics would you suggest be covered in future Information Series reports?

_____

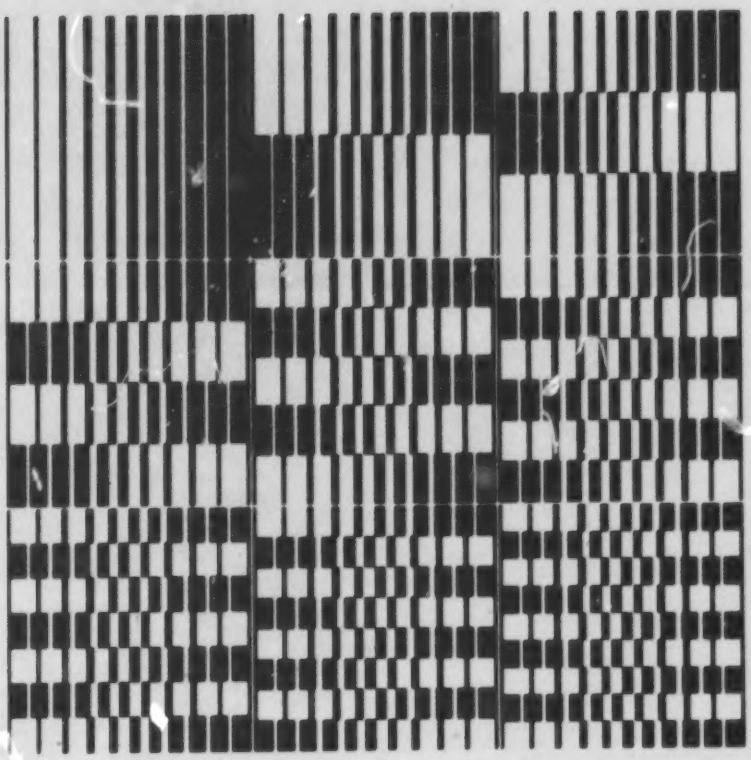
_____

_____

Thank you very much for taking the time to answer these questions. Your response will be most helpful in the evaluation of the Information Series reports. Please return the questionnaire as soon as possible.

Appendix F

Communique Survey Instrument



Vocational Education Information Services
Indiana University Library, W501
Bloomington, Indiana

Spring 1980

Dear Reader:

Communique is published by Vocational Education Information Services (VEIS) under contract with the State Board of Vocational and Technical Education. One requirement of this contract is that VEIS evaluate the usefulness of *Communique* to its readers.

Please help us evaluate and improve *Communique* by answering the following questions based on your impressions of all the issues of *Communique* you've read. Just complete this questionnaire, fold, staple or tape, and drop it in the mail. Thanks.

Completing the questionnaire will take only about ten minutes of your time.

1. To what extent have articles in *Communique*:

	None	A little	Some	A lot	A great deal	Not enough information to judge
contributed to your knowledge base	☐	☐	☐	☐	☐	☐
helped you in your work	☐	☐	☐	☐	☐	☐
been relevant to your needs	☐	☐	☐	☐	☐	☐

2. How do you use *Communique*? Please check (√) all that apply.

_____ scan

_____ read carefully

_____ share with others

_____ file for use as a reference

_____ use information to effect improved classroom practices

_____ use information to effect improved administration/management practices

_____ use information to improve programs or courses

_____ use for other purposes (specify) _____

3. Do articles in *Communique* present enough information to suit your needs?

_____ yes _____ no _____ undecided

4. Would articles in *Communique* be more useful to you if they were:

_____ more detailed _____ less detailed _____ kept as they are

5. Have you ever followed up on an article in *Communique* by contacting the person(s) listed at the end of the article?

_____ yes _____ no _____ don't remember

6. Would you like *Communique* to include:

	Yes	No	Undecided
more information about new books, materials, and resources available to vocational educators	☐	☐	☐
short abstracts of SBVTE-funded projects as they are funded	☐	☐	☐
more research-oriented information that will assist in improving classroom practices	☐	☐	☐
more research-oriented information that will assist in improving administration/management practices	☐	☐	☐
more information about new ideas and innovations in vocational education	☐	☐	☐

7. Do you subscribe to or receive any newsletters that you suggest we look at as models for *Communique*?

_____ yes _____ no

If yes, please specify: _____

8. Please list the topics you would most like to see covered in *Communique*?

_____

_____

9. What can be done in the future to improve the usefulness of *Communique*?

_____

_____

Now, a couple questions about you--

10. What position do you hold?

_____ teacher
_____ counselor
_____ supervisor
_____ administrator
_____ program consultant
_____ teacher or counselor educator
_____ researcher
_____ other (specify) _____

11. What type of agency do you work in? Check most applicable.

_____ elementary school
_____ junior high school
_____ comprehensive high school
_____ area vocational school
_____ 2-year postsecondary institution
_____ 4-year postsecondary institution
_____ local education agency office
_____ state education agency office
_____ advisory council
_____ state level CETA agency
_____ local level CETA agency
_____ state legislature

Appendix G

Library Services Questionnaire

Please help us evaluate and improve our services by answering the following questions.

1. What sorts of information did you receive from us? (Check all that apply)

___literature search(es) ___referral(s)

___documents ___other

2. Did you feel the information supplied was relevant to your request? ___yes ___in part ___no

3. Will the information provided be useful to you? ___yes ___in part ___no

4. Will the information supplied be used to effect improved classroom practices?
___ yes, immediately ___yes, eventually ___no ___not sure

5. Will the information provided be used to improve services to disadvantaged or handicapped students?
___ yes, immediately ___yes, eventually ___no ___not sure

6. Did you find the service convenient to use? ___yes ___no

7. Was your request answered quickly enough to meet your needs? ___yes ___no

8. Do you have any comments on the service or information provided?

9. Do you have any suggestions on how the information services could be improved?

10. Can you suggest ways to improve this questionnaire?

Thank you for answering these questions. Please enclose this questionnaire in the preaddressed envelope provided and drop it in the mail.

Appendix H

Issues 1, 2 and 3, 4, 5, and 6 of *Notes to Projects*

vocational | education | information | services

to promote effective communication by meeting information needs

Indiana University | Library, W501 | Bloomington, Indiana 47401 | (812) 337-7751

M E M O R A N D U M

TO: Project directors of SBVTE-funded projects

FROM: Jo Brooks, Information Specialist
Nancy Steenhausen, Editor

DATE: November, 1979

Congratulations!

Congratulations on receiving funding from the State Board of Vocational and Technical Education (SBVTE). Together all funded projects can make an impact on vocational education in Indiana. We commend you for your willingness to find better ways to do things.

What do you need?

You will probably have some information needs as you work on your project. You may need examples of survey instruments, reports from projects similar to yours, help making audiovisuals, mailing lists or labels, or PBVE task lists, to name a few.

How can we help?

The four projects described in the enclosed brochure are also funded by the SBVTE, specifically to help make your job easier. We are funded to gather information you need, to help you plan ways to disseminate the results of your project, to consult with you on curriculum development, media production, and product design, to prepare bibliographies suited to your needs, and to provide inservice training for you and your staff.

In order to maintain communication . . .

We will keep in touch with you through this bimonthly news memo. The memos will:

- provide helpful hints on report writing
- outline current dissemination strategies

Supported with funds from the State Board of Vocational and Technical Education | State of Indiana

- act as a clearinghouse for information about SBVTE projects
- ask for information about your project for publication in our newsletter *Communique*
- inform you of resources and services available to you
- ask for advice on how we can serve you better

Please send names.

So that we can send copies of future memos to everyone working on your project, please fill out the enclosed project personnel form and return it to us. If you have any questions, comments, or suggestions, don't hesitate to call or write.

Project Personnel

Project #_____

Name: _____

Title: _____

Address: _____

_____ Phone: _____

Name: _____

Title: _____

Address: _____

_____ Phone: _____

Name: _____

Title: _____

Address: _____

_____ Phone: _____

Name: _____

Title: _____

Address: _____

_____ Phone: _____

Name: _____

Title: _____

Address: _____

_____ Phone: _____

Return to: Nancy Steenhausen
Vocational Education Information Services
Indiana University Library, W501
Bloomington, IN 47405

Notes to Projects

Numbers 2 and 3 February 1980

Have you read your proposal lately?

In the last few years we've found that it's very easy to write a proposal and never refer to it again until it's time to write a final report. We've also found that this is not a good way to operate.

If you sat down and read your proposal right now, you might be surprised at what you wrote. Try it.

After you've reread your proposal, pull out the pages where you listed your objectives and the timelines for completing those objectives. Hang these pages on your wall or bulletin board, anywhere that they're easily seen, and refer to them periodically to check your progress.

These suggestions can save a lot of headaches when it's time to write your final report.

Do you want some publicity?

Is your project going so well that you want others to know about it? Has your research led to some interesting or innovative findings? Do you want to see your name in print?

Whatever reason you have for wanting publicity, there are newsletters and journals just waiting for manuscripts from people like you. The names, addresses, and publication guidelines of several publications are listed below. Each publication actively solicits articles from educators.

Communique

Communique is a quarterly newsletter published by Vocational Education Information Services under contract with the State Board of Vocational and Technical Education (SBVTE).

Editorial policy: *Communique* publishes articles about SBVTE-funded projects, either as they are being conducted or on their results/products. *Communique* is disseminated to vocational education teachers and administrators throughout Indiana. Authors who submit articles to *Communique* should write to this audience.

Manuscript specifications: Articles submitted should range from one to three typed double-spaced pages. Authors are encouraged to submit black and white photographs or artwork with their articles when possible.

Submitting manuscripts: Send two copies of the typed manuscript to:

Nancy Steenhausen, Editor
Vocational Education Information Services
Indiana University Library, W501
Bloomington, IN 47405

Be sure to include your name, office address and telephone number on each copy.

VocEd

VocEd, the Journal of the American Vocational Association, is published monthly from September through June with a combined November/December issue.

Editorial policy: The ideal *VocEd* manuscript provides one of the following: lively in-depth coverage of actions and trends in education, industry, or government; "how-to" advice on successful classroom and shop practices; thought-provoking discussion of problems and solutions affecting the quality and scope of vocational programs.

The *VocEd* editors prefer that you not send a completed manuscript for review. Such manuscripts seldom fit into their publishing plans. If you have an idea for an article, you are more likely to be successful in carrying the idea through to publication if you begin by sending the editors a letter. Be sure to include: (1) why your idea or topic is important, (2) what you intend to cover in the article, in a detailed summary, (3) your qualifications for writing on the topic, and (4) samples of other magazine writing you've done, if you have any. If you can tie an article into the theme of an upcoming issue of *VocEd*, your chances of getting published will be greatly increased. If your ideas mesh with plans for an upcoming issue, the editors will be back in touch with you about the article, working with you from the beginning on content and structure. (To find out what the themes of upcoming issues of the journal are, contact: *VocEd*; Journal of the American Vocational Association; 2020 North 14th Street; Arlington, VA 22201; (703) 522-6121.)

Manuscript specifications: There is no required length for an article, but *VocEd* rarely prints anything over ten double-spaced typed pages. Most are six to eight pages. *VocEd* illustrates articles with photographs, drawings, graphs, and charts. The editors encourage authors to submit black and white photographs (preferably 8x10) that add a forceful message of their own or that clarify the article. Author-submitted drawings may be used if they show something the reader needs

to know, like an innovative floor plan or the workings of a piece of machinery.

Submitting manuscripts: Send two copies of the typed manuscript with a cover letter to:

Manuscripts
Ione Phillips
American Vocational Association
2020 North 14th Street
Arlington, VA 22201

Be sure to include your title, office address and telephone number on each copy.

Insider: The *Insider* section of *VocEd* also solicits articles. Good topics for articles for *Insider* include: (1) a succinct update of trends in an industry relating to one or more of AVA's divisions, (2) changes in curricula or classroom activities as a result of new developments in occupational areas relating to an AVA division, (3) economic and political factors that affect an occupational area relating to an AVA division, (4) specific examples of successful classroom activities, including "how to" articles, and (5) news about student organizations. Articles written for *Insider* should be between one and three typed double-spaced pages.

Guidelines: Complete sets of guidelines for both *VocEd* and *Insider* are available from the AVA Publications office on request.

The Journal of Vocational Education Research

The Journal is a non-profit publication of the American Vocational Education Research Association devoted to disseminating the results of original investigations in vocational education.

Editorial policy: The Journal publishes articles dealing with research and research-related topics in vocational education. Manuscripts are selected for publication on the basis of importance of topic, scope of the problem, quality of the research design and methodology, and clarity of communication.

Manuscript specifications: Manuscripts should range from ten to twenty double-spaced typed pages including tables and references. Text, references, and tables must be prepared according to the style in the *Publication Manual of the American Psychological Association*, (2nd ed., 1974). The title page should include the title, names and identification of each author, and mailing addresses.

Annotation Specifications: Each manuscript must be accompanied by no more than a six-line annotation for use in the "About the Article" section of the Journal. The annotation should describe the research or the topic on which the article reports.

Submitting manuscripts: Five copies of the manuscript should be submitted to:

Dr. Ruth P. Hughes, Head
219 MacKay Hall
Home Economics Education
Iowa State University
Ames, IA 50011

American Education Research Journal

The Journal is published quarterly by the American Educational Research Association to carry original reports of empirical and theoretical studies in education.

Manuscript specifications: Manuscripts should be typed double-spaced (including quotations, footnotes, and references) on 8½x11 noncorrasable bond, with ample margins, and should typically run between five and 30 pages in typed length. Headings, tables, figures, citations, references, and other details must follow the style described in the *Publication Manual of the American Psychological Association* (2nd ed., 1974). Please make all figures camera-ready.

Author and abstract specifications: The author's name and affiliation should appear on a separate cover page, and on this page only, to insure anonymity in the reviewing process. Include, also on separate pages, an abstract of 100-120 words, and a biographical resume of the author (and all co-authors, if any) giving name, position, office address, degrees and institutions, areas of specialization, and AERA divisional membership.

Submitting manuscripts: Submit the original and two copies of the manuscript for editorial review to:

Ms. Maryellen McSweeney, Editor
American Educational Research Journal
College of Education
Michigan State University
East Lansing, MI 48824

If you're interested in writing an article for one of these publications, but want to see the publication to get an idea of its style and format or if you've decided to write an article, but need a copy of the *Publication Manual of the American Psychological Association*, call or write us. These documents are available to you free on a loan basis.

You can get national publicity from ERIC . . .

The Educational Resources Information Center (ERIC) is a decentralized nationwide network designed to collect educational documents and make

them available to teachers, administrators, researchers, students, and other interested persons.

By submitting the products and final report of your project to ERIC and having these documents accepted into the nationwide ERIC system, you not only help educators around the country by allowing them access to the materials you developed, you receive free national publicity.

You'll find enclosed a brochure which (1) describes ERIC, (2) outlines the advantages of having documents in ERIC, (3) identifies the kinds of documents included in ERIC, and (4) lists the ERIC document selection criteria. Read the brochure and submit your project's products and final report to:

ERIC Clearinghouse on
Adult, Career, and Vocational Education
Ohio State University
1960 Kenny Road
Columbus, OH 43210

Something to consider before publishing . . .

As researchers, you may want to consider copyrighting the materials you develop before seeking publicity. Enclosed you'll find *Copyright 'in brief'*.

A publication of the Indiana Curriculum Materials Center, *Copyright 'in brief'* provides a summary of the steps involved in copyrighting and tells you who to contact for copyright forms, information, and assistance.

Notes to Projects is funded by the State Board of Vocational and Technical Education, project number 3-80-III-14. It is compiled, written, and disseminated by Vocational Education Information Services. Send comments, suggestions, and requests for additional copies to: Vocational Education Information Services; Indiana University Library, W501; Bloomington, IN 47405; (812) 337-6711/7751.

Vocational Education Information Services

Notes to Projects

Number 4 May 1980

Your project abstract will be published.

As you know Vocational Education Information Services publishes a series of vocational education research reports. One type of report in this series includes abstracts of all the research projects funded by the SBVTE in a given fiscal year. When preparing project abstract reports, we edit the abstract you submit to the SBVTE with your project proposal to give a clear, accurate, concise summary of your project.

So far, we've published project abstract reports for fiscal years 1976 and 1977. We're trying to get these reports up-to-date so when we hired a new assistant editor, Mark Coogan, we decided to introduce him to vocational education and its jargon by having him edit 1978 project abstracts.

While Mark has been surprised at the high quality of some of the abstracts he's edited, he has been frustrated with trying to decipher the meaning of others. Mark's observations and suggestions follow:

Speaking of jargon, how's the project proposal coming along? Working on a final report? Is it in English? Funny I should ask, I came upon this sentence in a project abstract the other day:

> The findings of this project may be used to enhance the comprehensive efforts of the various state curriculum groups through knowledge and consideration given to existing curriculum and teaching methods presently utilized in the selected vocational programs at the various educational levels surveyed in this study.

Whew! Now there is an editor's nightmare. I certainly wish I could show you how to break this up into four or five clear, concise sentences, but frankly, I don't know what it means. Everytime I reread it, I get dizzy. I fed the sentence into the office computer for analysis. That was two days ago. The computer won't talk to me now.

The author of this sentence probably knows what it means. I'll bet there are a number of people who think there's nothing wrong with this sentence. Trouble is, they write project abstracts too.

Far too many abstracts cross my desk and wind-up in my "What the heck is

this" file. I wish there was something I could do to improve researchers' writing. The suggestions would fill volumes. As a matter of fact, they have and I'll list a few later. For now, I'll have to admit that if your project contains a cure for cancer, a solution to inflation, or a formula for world peace, bad writing might be overlooked. But if two similar projects are being considered for funding, chances are the one that can be read will be chosen.

So try to use clear, simple sentences. Keep them under 35 words and avoid words with more than three syllables. Write like you talk, and talk as if you're explaining your work during a collect call from Nepal.

I have nothing against big words, some of my best friends have four-syllable names, it's just that clarity and brevity communicate your ideas better.

It reminds me of what a friend said over dinner at a cheap restaurant. I was about to go for a free refill when she observed that big words and flowery jargon are kind of like steak sauce: You've got to wonder if anything's wrong with the meat when all you can taste is the Heinz 57. (A timely observation.) She stressed the point needlessly by saying she always tried, rather than endeavored, to improve, rather than ameliorate, her English, rather than jargon. I suddenly realized that I too, had some rules, rather than criterion: if one must make a point, rather than reflection, during a meal, rather than a repast, keep the food out of it.

You project writers have been pretty good about keeping references to food out of your material, but even you who aren't afraid of simple English have to be careful to say what you mean. Here's an example:

> Twenty counselors and school personnel will be chosen to conduct the study.

Does the author mean 20 people or 40 people? Will there be enough chairs at the meeting?

Here's another:

> We will hire a replacement for Ms. Smith and assign her the project coordinator position.

Who's going to be the coordinator, Ms. Smith or the replacement? Did Ms. Smith get fired? If I were funding this project, I'd want to know these things. I'd hunt down the author of this project and ask him/her about Ms. Smith. Or I might just start reading another project proposal--one with simple declarative sentences that inform rather than confuse me.

Lucky for you (and mankind) there's little chance I'll ever be in a position to fund projects. I am, however, in a position to help people understand what you're doing. I admire highly intelligent people working to better the plight of mankind. But please, if you want to help us, you've got to talk to us.

The following is a list of simple words that researchers should use and the

more complex words researchers often use. If you mean the words italicized below use them, rather than their "translations" (not italicized).

begin or *start* commence, initiate
before prior to
choose elect
consist comprise
copy replica
cost expenditure
enough sufficient
finish finalize, terminate
first premiere
happen eventuate, materialize, transpire
improve enhance
method methodology
omit eliminate
on pertaining to
part proportion, percentage
person individual, party
possible feasible
prove demonstrate
show evince, exhibit
stop cease
three several
use employ, utilize

If after reading the list of simple words and their more complex substitutes, you've realized that you are sometimes guilty of substituting complex words for simple words, you might be interested in reading the books listed below. If you want to borrow these books from us, just get in touch. We'll be happy to loan them to you.

Levine, Norman. *Technical Writing*. New York: Harper & Row, Publishers, 1978.

Mullins, Carolyn J. *A Guide to Writing and Publishing in the Social and Behavorial Sciences*. New York: John Wiley & Sons, Inc., 1977.

Pickett, Nell Ann, and Foster, Ann A. *Technical English: Writing, Reading, and Speaking*. 3rd ed. New York: Harper & Row, Publishers, 1980.

Tichy, H. J. *Effective Writing for Engineers, Managers, Scientists*. New York: John Wiley & Sons, Inc., 1966.

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Vocational Education Information Services

Notes to Projects

Number 5

June 1980

The RFP's are coming.

It's that time of year again. The time when we drop everything we're doing, carefully review the packet of RFP's we get in the mail, and diligently begin writing our proposals.

Hopefully, some of the writing tips we gave you in our last issue of *Notes to Projects* will help you write this year's proposal. But, while good writing makes your proposal easier to read and probably improves your chances of receiving funding, it does not change the content. And content is most important.

In the content of your proposal you're required to include (1) the background and justification for your project, (2) objectives, (3) procedures, (4) evaluation, and (5) a sex equity statement.

Obviously, the staff of Vocational Education Information Services (VEIS) can't write your proposal for you, but we can help you strengthen the background and justification for your project.

How can we help you?

VEIS has two information specialists here to serve you. They can:

1. Search our in-house collection of materials for examples of "good" proposals and for reports from projects similar to the one you want to start.

   VEIS has a library of proposals, final reports, and products of SBVTE-funded projects. It also has research and development documents from other states and many publications from the National Center for Research in Vocational Education. All are available on a free loan basis.

2. Prepare bibliographies on any topic from over 100 data bases available via computer to identify materials which support the need for your project.

3. Loan you (1) documents cited in the bibliographies they prepare and (2) pertinent materials from our in-house collection.

A bibliography is no good if you can't find the documents cited in it. Although we can't guarantee that every document you want will be available, we'll do our best to locate the materials you want in the VEIS collection and the large Indiana University Libraries collections.

4. Locate the names and addresses of others in the state and nation who have conducted projects similar to yours and may be able to help you prepare your proposal, find state and federal statistics to justify your proposal, and try to find the answer to just about any question you can think of.

And it's FREE!

All the services available to you from VEIS are free. If you need help with the content of your proposal just contact our information specialists, Jo Brooks and Leota Boesen by writing or calling:

Vocational Education Information Services
Indiana University Library, W501
Bloomington, IN 47405
(812) 337-6711

You can help us write our proposal too.

When you're writing your proposal, we'll be writing ours. One thing we have to decide before writing our proposal is: Should we continue publishing *Notes to Projects?*

We began *Notes to Projects* with the hope that we could give you some useful information and help while you conducted your project.

- Have *Notes to Projects* helped you conduct your project?
- Do you think we should continue publishing *Notes to Projects?*

Think about these questions and any comments you might have, because you may be hearing from us.

We're conducting a random phone survey to determine the usefulness of *Notes to Projects* to our readers. Be prepared to let us know what you think, or if you have an opinion you want to express, feel free to call or write and give us your comments. We'd be happy to hear from you.

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Vocational Education Information Services

Notes to Projects

Number 6 August 1980

As your project winds down, it's time to remember the section of your proposal entitled "Dissemination." How do you plan to disseminate the products and results of your project?

What is dissemination?

The dictionary definition of dissemination "to scatter or spread widely" isn't broad enough to define dissemination in educator's terms. When educators say disseminate, they can mean any of several different things.

In 1977 the Dissemination Analysis Group, a joint government task force, expanded the general definition of dissemination to include four separate meanings. Participants at the 1977 Dissemination Forum adopted these meanings of dissemination:

1. Spread: The one-way casting out of knowledge in all its forms--information, products, ideas, and materials--"as though sowing seeds.
2. Exchange: The two-way or multiway flow of information, products, ideas, and materials as to needs, problems, and solutions.
3. Choice: The facilitation of national consideration and selection among those ideas, materials, outcomes of research and development, effective educational practices, and other knowledge that can be used for the improvement of education.
4. Implementation: The facilitation of adoption, adaption, and installation of improvements.

You've disseminated...

Now that your memory has been refreshed on the topic of dissemination, you're probably thinking, "Well I've been disseminating all along," and you probably have. But how do you plan to disseminate the products and results of your current project?

Spread?

If you intend to disseminate using the spread method, we can help. VEIS has a mailing list of secondary and postsecondary vocational educators and administrators in Indiana. We can print mailing labels in a variety of combinations

for about as many different groups of vocational educators as you can think of. For example, if you want to disseminate the results of your project to secondary vocational agriculture teachers, IVTC administrators, teacher educators at the four state universities, and the staff of the Division of Vocational Education, just give us a call, tell us what you need, and in two weeks the labels will be on your desk.

Of course, the above example is just that, an example. We have many more categories on our mailing list. If you're interested in seeing the categories that are available, let us know. We'll send you a list of our mailing subsets.

Exchange? Choice? Implementation?

If you intend to use the exchange, choice, or implementation methods of dissemination, your job becomes more difficult. The following "knowns" about dissemination may help:

1. Interpersonal communication--people-to-people interaction--is the most important factor in effective dissemination.
2. Adoption of innovation occurs in relatively distinct stages often cited as awareness, interest, evaluation, trial, and adoption.
3. Educational innovations are seldom, if ever, "adopted." A process of mutual adaptation occurs in which both the innovation and the local situation undergo changes.
4. Effective knowledge utilization is most likely to occur in settings where there is a willingness and a capacity to explore a wide range of alternative solutions to problems.
5. People change because the change is rewarding to them personally, to their group, or to their institution--processes leading to successful innovation must have payoff value to all parties concerned.
6. Redundance is an important factor in innovation.
7. Successful implementation requires early involvement of those to be affected and those who will share responsibility for carrying out the innovation.
8. Outside thrusts (e.g. federal interventions) last for only a limited period of time. Sustained follow-through and local ownership are required for sustaining an innovation or a new capacity.
9. In all fields knowledge utilization occurs most frequently and most readily when there are open collaborative relations among researchers and developers, linkers, and the ultimate users.

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Appendix I

One Year Outline
Proposal Abstract 442-80-III-1

PROPOSAL ABSTRACT

A. The specific OBJECTIVES of the proposal are to:

1. Publish and distribute six special reports, four issues of *Communique*, and, after each SBVTE board meeting, one issue of *ACTION*.
2. Provide library services to Indiana vocational educators on request by conducting approximately 200 on-line and in-house literature searches, loaning documents, and answering reference questions.
3. Maintain in-house data bases.
4. Provide informational outreach services by offering technical assistance and instruction and developing brochures, fact sheets, posters, bibliographies, or publications in other formats.

B. The PROCEDURES for achieving these objectives are:

1. Materials will be reviewed, selected, revised, edited, formatted, and printed as special reports. Articles about research findings, innovative efforts, and demonstration projects will be solicited, edited and formatted to produce *Communique*. The SBVTE-prepared synopsis of board meetings will be prepared for duplicating and duplicated. All publications will be distributed in bulk mailings.
2. Literature searches will be done using Lockheed and in-house data bases; documents will be loaned from the VEIS and IU collections; and reference questions will be answered using all available resources.
3. Information for the mailing data base will be continually gathered, formatted, and input into the computer. Documents relevant to the bibliographic data base will be gathered continually. As these documents are received, they will be processed, indexed, and entered into the computer.
4. A file of project personnel will be compiled; it will be used by the VEIS staff to send bimonthly mailings about information sources, dissemination strategies, etc., to these personnel. The availability of staff to provide instructional sessions on finding and using information will be made known to teacher educators. The Information Specialist will meet individually with state staffs to determine their information needs. Experimentation with several formats of anticipatory information dissemination will begin.

C. The PRODUCT(S) or SERVICE(S) to be developed and delivered by this project are:

1. Six special reports, four issues of *Communique*, and an unspecified number of issues of *ACTION* mailed to appropriate target audiences.
2. Approximately 200 bibliographies, documents added to the VEIS collection, and statistics on requests received compiled monthly and submitted to the SBVTE.
3. A current data base to produce mailing labels. A bibliographic file that will provide (1) a computer or manual searchable data base of SBVTE-funded projects and products and other documents in the VEIS collection and (2) indexes of the collection.
4. Technical assistance and instruction, bimonthly mailings to personnel of SBVTE-funded projects, a VEIS brochure, a compendium of fact sheets, and experimental base for developing other products.

D. The expected CONTRIBUTION to or potential IMPACT on vocational education is:

All VEIS activities support Indiana's dissemination activities. These activities contribute to and impact on vocational education by (1) raising awareness and keeping vocational personnel up-to-date (2) allowing educators equal access to library materials and giving them information relevant to their needs to avoid duplication and promote the making of informed decisions, and (3) increasing vocational educators' awareness and knowledge which will improve their ability to deliver vocational education.

Appendix J

One Year Outline
Proposal Abstract 443-80-III-1

PROPOSAL ABSTRACT

A. The specific OBJECTIVES of the proposal are to:

1. Establish organizational and operational procedures.
2. Maintain a curriculum materials library.
3. Provide information services and disseminate curriculum materials.
4. Provide consultation for curriculum selection, production, and use.
5. Maintain library of vocational special needs curriculum materials.
6. Provide consultation for vocational special needs curriculum selection, adoption, and use.
7. Market and distribute state-produced vocational education curriculum materials.

B. The PROCEDURES for achieving these objectives are:

1. The project director will meet with advisory committee, SBVTE representatives and others to plan and implement.
2. Curriculum materials will be selected, acquired, indexed, cataloged and input in a machine readable data base.
3. Literature searches will be done using Lockheed, NNCCTVE, and in-house data bases and materials will be loaned to requestors.
4. Curriculum consultant will work with five selected curriculum projects and consult with others upon request.
5. Vocational special needs curriculum materials will be selected, acquired, indexed, cataloged, input in machine readable format, and loaned upon request.
6. Special needs consultant will conduct inservice programs, develop media products, adapt existing materials, and work closely with special needs consortium.
7. Targeted marketing products will be developed and disseminated and items will be sold on a cost recovery basis.

C. Products and Services

1. Policy paper on curriculum center operation, report discussing feasibility of combining with VEIS, and agreement between curriculum center and printing operation.
2. Indexed and cataloged curriculum materials library.
3. Subject catlogs of the library collection, bibliography file of vocational curriculum, and monthly transaction reports.
4. Brochure describing available services, 5 major curriculum development projects assisted and assistance to others upon request.
5. Indexed and cataloged vocational special needs curriculum materials library.
6. Eight special needs media packages and 10 existing materials packages modified for special needs.
7. Paper describing marketing and distribution plan.

D. Contribution

All curriculum center activities support Indiana's dissemination activities.

These activities contribute to and impact on vocational education by (1) raising awareness and keeping vocational personnel up-to-date (2) allowing educators equal access to curriculum materials and giving them information relevant to their needs which avoids duplication and promotes informed choices (3) increasing vocational educator's awareness and knowledge of special needs populations and materials available to them. This increased access to information improves vocational educators awareness and knowledge and their ability to deliver vocational education.

Appendix K

Three Year Outline of Proposed VES Functions and Staffing Needs

Three Year Outline of Proposed VES Functions and Staffing Needs

Vocational Education Services (VES) is divided into three operational units: loan and reference, publication and distribution, and development. The overall goal of VES is to link Indiana's vocational educators with resources and services. Each unit has different responsibilities in working toward this goal. This outline of proposed functions and staffing needs has been subdivided to correspond to the three operational units.

I. Loan and Reference

A. Established functions

1. Select library materials for purchase
2. Acquire library materials
3. Catalog and index library materials
4. Maintain bibliographic data base
5. Retrieve materials from in-house and vendor data bases
6. Loan materials
7. Maintain mailing data base

B. New functions needed

1. Establish program area advisory committees to:
   a) Preview materials
   b) Suggest materials for selection
   c) Act as field linkers to VES
2. Establish weeding policy to:
   a) Delete out-of-date, biased, or unused materials from collection
   b) Keep collection to workable size

C. Other possible functions

1. Identify all vocational education programs in the state to:
   a) Assure VES has materials for all areas
   b) Provide linkages between shcools and teachers involved in similar programs
2. Provide resource booklets for all program areas by subject areas and instructional levels

D. Staffing needs

1. Professional staff--information specialist/librarian to supervise cataloging/indexing and conduct literature searches
2. Clerical staff
   a) Clerical library assistant to oversee loan operation and other library duties
   b) Hourly aides to index, pack, shelve, pull materials, input into computer, generate mailing labels, etc.

E. Monetary considerations

1. Set acquisitions priorities
   a) Identify program areas needing most material
   b) Determine merits of replacing worn out material versus purchasing new material
   c) Decide which and now many serials to acquire
2. Evaluate possibility of charging for AV loan materials
3. Evaluate cost of minicomputer purchase versus use of Indiana University computer

II. Publication and Distribution

A. Established functions

1. Review final reports for inclusion in Information Series and decide what to publish
2. Edit material for publication
3. Prepare camera-ready copy and layout
4. Write, edit, and type quarterly newsletter *Communique*
5. Write *Notes to Projects*
6. Prepare material for printing at SBVTE request
7. Prepare curriculum for printing
8. Coordinate and oversee printing of all materials published
9. Bulk mail published material
10. Edit, prepare camera-ready copy, duplicate, and mail FACTS
11. Prepare ACTION for duplication, duplicate, and mail
12. Provide editorial consultation and/or technical assistance
13. Bill cost-recovery materials

B. New functions needed

1. Expand *Communique* to six issues per year incorporating some suggestions from *Communique* survey
2. Limit number of titles in Information Series
3. Publish more "how to," handbook type titles
4. Disseminate fewer titles via mass mailing and more in response to requests
   a) Limit original mailings
   b) Promote material in *Communique* or via awareness pieces
5. Improve quality of curriculum materials produced
   a) Provide guidelines for camera-ready copy
   b) Edit curriculum for bias
   c) Design distinctive covers

C. Other possible functions

1. Develop capacity to consult and produc AV materials
2. Investigate and implement effective marketing techniques for cost-recovery material
3. Identify curriculum and other material from other states which VEC can distribute

D. Staffing needs

1. Professional staff--editors to write, edit, and layout camera-ready copy as well as act as liaisons with printer and with those having material printed
2. Clerical staff
   a) Manuscript typist
   b) Shipping and billing clerk
   c) Hourly assistance for layout, AV production, bulk mailing, etc.

E. Monetary considerations

1. Set priorities for expenditure of printing monies in case of shortfall
2. Evaluate cost of word processing system to prepare camera-ready copy

III. Development

A. Established functions

1. Provide inservice programs on materials available
2. Consult with requestors on appropriate materials to use
3. Modify existing materials for special populations
4. Consult with product developers on appropriate content, format, and design of publications
5. Identify special materials for library purchase
6. Participate in regional mediaramas

B. New functions needed

1. Identify needed new curriculum or curriculum modifications
2. Identify groups with curriculum expertise in program areas
3. Have groups meet for sessions in Bloomington to develop new or modify old curriculum
4. Provide inservice on the use, evaluation, and modification of materials
5. Expand mediarama participation

C. Other possible functions

1. Expand consultation services to include statistical analysis and other research-related areas
2. Develop standardized curriculum format for vocational education curriculum

D. Staffing needs

1. Professional staff--curriculum consultant to coordinate development efforts, provide inservice, offer on-site assistance, etc.
2. Clerical staff--clerical assistance

E. Monetary considerations

1. Set priorities between service and curriculum development in case of budget cuts
2. Evaluate cost benefit of consultant developed curriculum versus in-house produced curriculum or modifications

IV. Administrative Component

A. Established functions

1. Prepare proposals, quarterly reports, final reports, and other required material
2. Monitor all budgetary matters
3. Act as liaison between project and university
4. Supervise, evaluate, etc., all project personnel and conduct staff meetings
5. Handle all other administrative matters

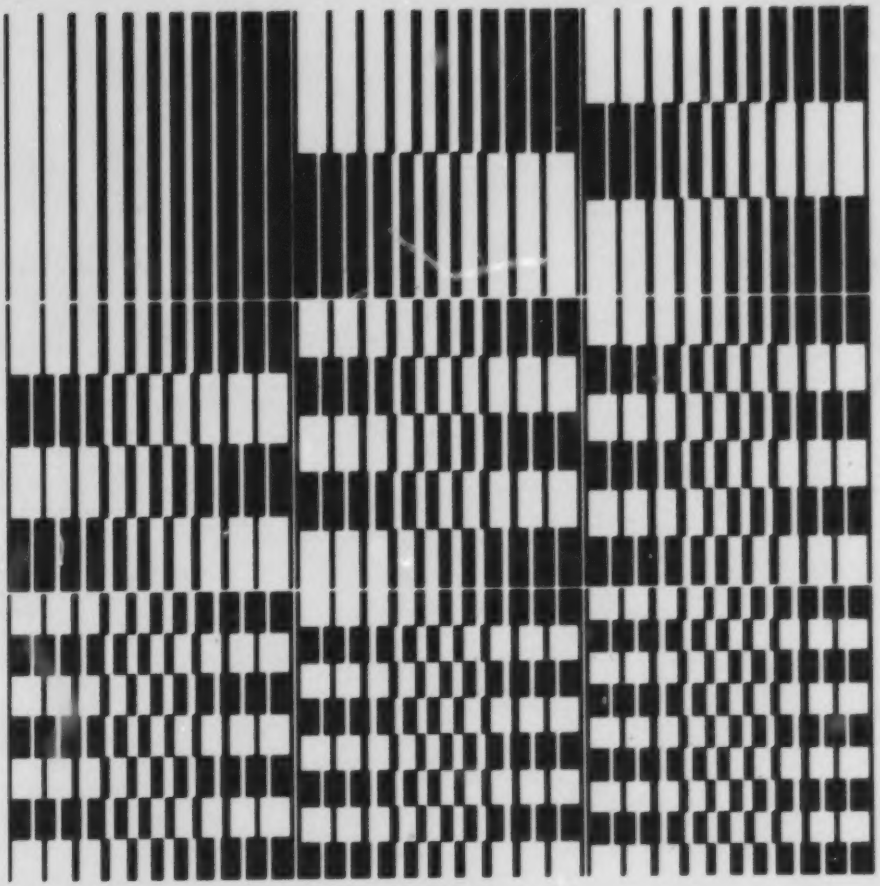
B. Staffing needs

1. Professional staff
   a) Project director from Department of Vocational Education faculty
   b) Administrative assistant
2. Clerical staff--bookkeeper, budget manager, etc.

Appendix L

Catalog of VEIS Holdings

VOCATIONAL EDUCATION INFORMATION SERVICES



Designed by Indiana University Publications

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141. ED102678 PUTNAM, JOHN F. STUDENT/PUPIL ACCOUNTING: STANDARD TERMINOLOGY AND GUIDE FOR MANAGING STUDENT DATA IN ELEMENTARY AND SECONDARY SCHOOLS, COMMUNITY/JUNIOR COLLEGES, AND ADULT EDUCATION. CONFIDENTIAL RECORDS, DEFINITIONS, GLOSSARIES, STUDENT RECORDS

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144. ED103652 PURDUE UNIVERSITY, WEST LAFAYETTE, INDIANA. OFFICE OF MANPOWER STUDIES. EMPLOYMENT OPPORTUNITIES PROJECTIONS: OCCUPATIONAL OUTLOOK TO 1985. CAREER OPPORTUNITIES, CAREER PLANNING, DEMAND OCCUPATIONS, EMPLOYMENT PROJECTIONS, OCCUPATIONAL INFORMATION

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150. ED106066 MORAINE PARK BOARD OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION, FOND DU LAC, WISCONSIN. GUIDE FOR INTEGRATING ENVIRONMENTAL EDUCATION CONCEPTS INTO ELEMENTARY, SECONDARY, AND POST-SECONDARY VOCATIONAL, TECHNICAL AND ADULT EDUCATION. CURRICULUM GUIDES, ELEMENTARY EDUCATION, ENVIRONMENTAL EDUCATION, INTERDISCIPLINARY APPROACH, SECONDARY EDUCATION

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152. ED106622 PROBOSE, DENISE C. HANDBOOK OF CAREER INFORMATION RESOURCES. CAREER EDUCATION, INSTRUCTIONAL AIDS, OCCUPATIONAL CLUSTERS, RESOURCE MATERIALS

153. ED106651 INDIVIDUALIZED INSTRUCTION IN OCCUPATIONAL EDUCATION (THE STANFORD PROJECT). INDIVIDUALIZED INSTRUCTION, INDIVIDUALIZED PROGRAMS, PROGRAM DEVELOPMENT, TRADE AND INDUSTRIAL EDUCATION, VOCATIONAL EDUCATION

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301. ED149152 OHIO STATE UNIVERSITY, COLUMBUS. NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION. PROFESSIONAL TEACHER EDUCATION MODULE SERIES. CONDUCT A COMMUNITY SURVEY. MODULE A-2 OF CATEGORY A -- PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION. ADMINISTRATION, COMMUNITY SURVEYS, DATA COLLECTION, TEACHING SKILLS, VOCATIONAL EDUCATION, PUBLICIZE

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303. ED149154 OHIO STATE UNIVERSITY, COLUMBUS. NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION. PROFESSIONAL TEACHER EDUCATION MODULE SERIES. ORGANIZE AN OCCUPATIONAL ADVISORY COMMITTEE. MODULE A-4 OF CATEGORY A -- PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION. ADMINISTRATIVE POLICY, ADVISORY COMMITTEES, LEARNING ACTIVITIES, ORGANIZATION, TEACHING SKILLS, VOCATIONAL EDUCATION

304. ED149155 OHIO STATE UNIVERSITY, COLUMBUS. NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION. PROFESSIONAL TEACHER EDUCATION MODULE SERIES. MAINTAIN AN OCCUPATIONAL ADVISORY COMMITTEE. MODULE A-5 OF CATEGORY A -- PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION. ACTIVITIES, ADMINISTRATION, ADVISORY COMMITTEES, PLANNING, TEACHING SKILLS, VOCATIONAL EDUCATION

305. ED149156 OHIO STATE UNIVERSITY, COLUMBUS. NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION. PROFESSIONAL TEACHER EDUCATION MODULE SERIES. DEVELOP PROGRAM GOALS AND OBJECTIVES. MODULE A-6 OF CATEGORY A -- PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION. BEHAVIORAL OBJECTIVES, LEARNING ACTIVITIES, PROGRAM DEVELOPMENT, TEACHING SKILLS, VOCATIONAL EDUCATION, WRITING SKILLS

306. ED149157 OHIO STATE UNIVERSITY, COLUMBUS. NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION. PROFESSIONAL TEACHER EDUCATION MODULE SERIES. CONDUCT AN OCCUPATIONAL ANALYSIS. MODULE A-7 OF CATEGORY A -- PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION. DATA COLLECTION, DATA PROCESSING, DATA SHEETS, TASK ANALYSIS, TEACHING SKILLS, VOCATIONAL EDUCATION

307. ED149158 OHIO STATE UNIVERSITY, COLUMBUS. NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION. PROFESSIONAL TEACHER

EDUCATION MODULE SERIES. DEVELOP A COURSE OF STUDY. MODULE A-8 OF CATEGORY A -- PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION. COURSE ORGANIZATION, CURRICULUM, PERFORMANCE, SCHEDULING, TEACHING SKILLS, VOCATIONAL EDUCATION

308. ED149173 OHIO STATE UNIVERSITY, COLUMBUS. NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION. PROFESSIONAL TEACHER EDUCATION MODULE SERIES. DEVELOP LONG-RANGE PROGRAM PLANS. MODULE A-9 OF CATEGORY A -- PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION. EDUCATIONAL OBJECTIVES, LEARNING ACTIVITIES, PROGRAM PLANNING, SCHOOL SCHEDULES, TEACHING SKILLS, VOCATIONAL EDUCATION

309. ED149174 OHIO STATE UNIVERSITY, COLUMBUS. NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION. PROFESSIONAL TEACHER EDUCATION MODULE SERIES. CONDUCT A STUDENT FOLLOW-UP STUDY. MODULE A-10 OF CATEGORY A -- PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION. DATA COLLECTION, DATA PROCESSING, GRADUATE SURVEYS, TEACHING SKILLS, VOCATIONAL EDUCATION, VOCATIONAL FOLLOWUP

310. ED149175 OHIO STATE UNIVERSITY, COLUMBUS. NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION. PROFESSIONAL TEACHER EDUCATION MODULES SERIES. EVALUATE YOUR VOCATIONAL PROGRAM. MODULE A-11 OF CATEGORY A -- PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION. LEARNING ACTIVITIES, MODELS, PLANNING, TEACHING SKILLS, VOCATIONAL EDUCATION, PROGRAM EVALUATION

311. ED149176 DRIER, HARRY N. PROGRAMS OF CAREER GUIDANCE, COUNSELING, PLACEMENT, FOLLOW-UP AND FOLLOW-THROUGH. A FUTURES PERSPECTIVE. INFORMATION SERIES NO. 107. CHANGE STRATEGIES, FUTURES (OF SOCIETY), MODELS, OCCUPATIONAL GUIDANCE, VOCATIONAL EDUCATION, PROGRAM PLANNING

312. ED149177 HERR, EDWIN L. RESEARCH IN CAREER EDUCATION: THE STATE OF THE ART. INFORMATION SERIES NO. 106. CAREER EDUCATION, EDUCATIONAL ASSESSMENT, EDUCATIONAL DEVELOPMENT, EDUCATIONAL RESEARCH, PROGRAM EVALUATION, RESEARCH METHODOLOGY

313. ED149178 HYLTON, V. WENDELL CAREER EDUCATION: THE ROLE OF SCHOOL-RELATED YOUTH GROUP AND VOLUNTARY ORGANIZATIONS. INFORMATION SERIES NO. 108. CAREER EDUCATION, VOLUNTARY AGENCIES, YOUTH AGENCIES, YOUTH EMPLOYMENT

314. ED149179 PETERSON, MARLA; VETTER, LOUISE SEX FAIRNESS IN CAREER EDUCATION. INFORMATION SERIES NO. 109. CAREER EDUCATION, CHANGE STRATEGIES, EMPLOYMENT PATTERNS, SEX DISCRIMINATION, SEX STEREOTYPES

315. ED149180 SEAMAN, DONALD F. ADULT TEACHING TECHNIQUES. INFORMATION SERIES NO. 110. ADULT EDUCATION, EDUCATIONAL RESEARCH, INSTRUCTIONAL MATERIALS, LITERATURE REVIEWS, TEACHING METHODS, TEACHING TECHNIQUES

316. ED149181 BUTLER, ROY L. INDUSTRY/EDUCATION COOPERATION FOR ADULT CONTINUING EDUCATION. INFORMATION SERIES NO. 111. ADULT EDUCATION, EDUCATIONAL STRATEGIES, INTERINSTITUTIONAL COOPERATION, PROGRAM DEVELOPMENT, SCHOOL INDUSTRY RELATIONSHIP

317. ED149182 LUMSDEN, D. BARRY PRERETIREMENT EDUCATION. INFORMATION SERIES NO. 112. EDUCATIONAL NEEDS, EDUCATIONAL PLANNING, OLDER ADULTS, PERSONAL ADJUSTMENT, RETIREMENT, WORK ATTITUDES

318. ED149183 GRABOWSKI, STANLEY M. ADULT AND CONTINUING EDUCATION: THE NEXT TEN YEARS. INFORMATION SERIES NO. 114. ADULT EDUCATION, ADULT EDUCATION PROGRAMS, EDUCATIONAL DEVELOPMENT, FUTURES (OF SOCIETY)

319. ED149184 KNAAK, WILLIAM C. COMPETENCY-BASED VOCATIONAL EDUCATION: A REVIEW. INFORMATION SERIES NO. 115. BEHAVIORAL OBJECTIVES, DEFINITIONS, INDIVIDUALIZED INSTRUCTION, PERFORMANCE BASED EDUCATION, VOCATIONAL EDUCATION

320. ED149185 WELSH, FREDERICK G. COOPERATIVE EDUCATION: A REVIEW. INFORMATION SERIES NO. 116. COOPERATIVE EDUCATION, COOPERATIVE PROGRAMS, WORK EXPERIENCE, VOCATIONAL EDUCATION, STUDENT PLACEMENT

321. ED149186 MCKINNEY, FLOYD PROGRAM EVALUATION IN VOCATIONAL EDUCATION: A REVIEW. INFORMATION SERIES NO. 117. EDUCATIONAL ASSESSMENT, EVALUATION METHODS, PROGRAM EVALUATION, PROGRAM VALIDATION, VOCATIONAL EDUCATION

322. ED149187 PETERSON, JOHN C. METRICS FOR OCCUPATIONS. INFORMATION SERIES NO. 118. CHANGE STRATEGIES, EDUCATIONAL CHANGE, METRIC SYSTEM, VOCATIONAL EDUCATION UNITED STATES

323. ED149188 HULL, MARC E. VOCATIONAL EDUCATION FOR THE HANDICAPPED: A REVIEW. INFORMATION SERIES NO. 119. EDUCATIONAL STRATEGIES, HANDICAPPED STUDENTS, REGULAR CLASS PLACEMENT, VOCATIONAL EDUCATION

324. ED149189 SCHENCK, JOHN PHILLIP SEX FAIRNESS IN VOCATIONAL EDUCATION. INFORMATION SERIES NO. 120. CAREER EDUCATION, CHANGE STRATEGIES, SEX DISCRIMINATION, SEX STEREOTYPES, VOCATIONAL EDUCATION

325. ED149190 NOBLE, CAROL E. ISSUES AND POLICY IN VOCATIONAL EDUCATION. INFORMATION SERIES NO. 121. EDUCATIONAL NEEDS, EDUCATIONAL POLICY, FEDERAL LEGISLATION, POLICY FORMATION, RESEARCH UTILIZATION, VOCATIONAL EDUCATION

326. ED149191 STEVENSON, WILLIAM W. THE EDUCATIONAL AMENDMENTS OF 1976 AND THEIR IMPLICATIONS FOR VOCATIONAL EDUCATION. INFORMATION SERIES NO. 122. EDUCATIONAL LEGISLATION, EDUCATIONAL NEEDS, EDUCATIONAL POLICY, FEDERAL LEGISLATION, POLITICAL INFLUENCES, VOCATIONAL EDUCATION EDUCATION AMENDMENTS 1976

327. ED149192 PETERSON, JOHN C.; AND OTHERS INFORMATION RESOURCES FOR EDUCATION: FIRST EDITION. INFORMATION SERIES NO. 123. DATA BASES, EDUCATIONAL RESOURCES, INFORMATION DISSEMINATION, INFORMATION SOURCES, ON LINE SYSTEMS, RESOURCE GUIDES

328. ED149193 KOPP, LEE; CAP, OREST BUSINESS/INDUSTRY/LABOR AND PERSONNEL DEVELOPMENT IN VOCATIONAL EDUCATION. INFORMATION SERIES NO. 124. EDUCATIONAL STRATEGIES, INTERINSTITUTIONAL COOPERATION, PROGRAM DESCRIPTIONS, SCHOOL INDUSTRY RELATIONSHIP, VOCATIONAL EDUCATION, VOCATIONAL EDUCATION TEACHERS

329. ED150324 CARGILL, SAMUEL PAUL, JR., COMP. VOCATIONAL RESEARCH COORDINATING UNIT: A HANDBOOK OF SERVICES. CURRICULUM DEVELOPMENT, PROGRAM ADMINISTRATION, PROJECT APPLICATIONS, PROJECTS, RESEARCH COORDINATING UNITS, VOCATIONAL EDUCATION SOUTH CAROLINA

330. ED150419 MCCAGE, RONALD D. THE DEVELOPMENT OF A COMPREHENSIVE STATE CAPACITY FOR PROGRAM IMPROVEMENT: OCCASIONAL PAPER NO. 34. EDUCATIONAL LEGISLATION, PROGRAM IMPROVEMENT, RESEARCH COORDINATING UNITS, STATEWIDE PLANNING, VOCATIONAL EDUCATION EDUCATIONAL AMENDMENTS 1968, EDUCATIONAL AMENDMENTS 1976, VOCATIONAL EDUCATION AMENDMENT ACT 1963

331. ED150434 DIEFFENDERFER, RICHARD A.; AND OTHERS BUSINESS-INDUSTRY-LABOR LINKAGES: A HANDBOOK FOR IMPROVING PERSONNEL DEVELOPMENT PROGRAMS. HANDBOOK SECTION 1. STAFF DEVELOPMENT PROGRAM: CREATING A STAFF DEVELOPMENT PLAN FOR BUSINESS, INDUSTRY, LABOR INVOLVEMENT. INSERVICE TEACHER EDUCATION, PROGRAM DEVELOPMENT, SCHOOL INDUSTRY RELATIONSHIP, TEACHER EDUCATOR EDUCATION, VOCATIONAL EDUCATION

332. ED150435 DIEFFENDERFER, RICHARD A.; AND OTHERS BUSINESS-INDUSTRY-LABOR LINKAGES: A HANDBOOK FOR IMPROVING PERSONNEL DEVELOPMENT PROGRAMS. HANDBOOK SECTION 2. ADVISORY COMMITTEE: UTILIZING BUSINESS, INDUSTRY, LABOR ADVISORY COMMITTEES. ADVISORY COMMITTEES, ORGANIZATION, SCHOOL INDUSTRY RELATIONSHIP, TEACHER EDUCATION, VOCATIONAL EDUCATION

333. ED150436 DIEFFENDERFER, RICHARD A.; AND OTHERS BUSINESS-INDUSTRY-LABOR LINKAGES: A HANDBOOK FOR IMPROVING PERSONNEL DEVELOPMENT PROGRAMS. HANDBOOK SECTION 3. COOPERATIVE INTERNSHIPS: ESTABLISHING COOPERATIVE INTERNSHIP PROGRAMS INVOLVING BUSINESS, INDUSTRY, AND LABOR. INTERNSHIP PROGRAMS, PROGRAM DEVELOPMENT, SCHOOL INDUSTRY RELATIONSHIP, TEACHER EDUCATION, VOCATIONAL EDUCATION

334. ED150437 DIEFFENDERFER, RICHARD A.; AND OTHERS BUSINESS-INDUSTRY-LABOR LINKAGES: A HANDBOOK FOR IMPROVING PERSONNEL DEVELOPMENT PROGRAMS. HANDBOOK SECTION 4. PERSONNEL EXCHANGE PROGRAMS: ESTABLISHING PERSONNEL EXCHANGE PROGRAMS INVOLVING BUSINESS, INDUSTRY, LABOR. EXCHANGE PROGRAMS, INSERVICE TEACHER EDUCATION, PROGRAM DEVELOPMENT, SCHOOL INDUSTRY RELATIONSHIP, TEACHER EDUCATOR EDUCATION, VOCATIONAL EDUCATION

335. ED150438 DIEFFENDERFER, RICHARD A.; AND OTHERS BUSINESS-INDUSTRY-LABOR LINKAGES: A HANDBOOK FOR IMPROVING PERSONNEL DEVELOPMENT PROGRAMS. HANDBOOK SECTION 5. WORK SHOPS: INVOLVING BUSINESS, INDUSTRY, AND LABOR THROUGH WORKSHOP PROGRAMS. PROGRAM DEVELOPMENT, SCHOOL INDUSTRY RELATIONSHIP, TEACHER EDUCATION, TEACHER WORKSHOPS, VOCATIONAL EDUCATION

336. ED150439 DIEFFENDERFER, RICHARD A.; AND OTHERS BUSINESS-INDUSTRY-LABOR LINKAGES: A HANDBOOK FOR IMPROVING PERSONNEL DEVELOPMENT PROGRAMS. HANDBOOK SECTION 6. SITE VISITS: CONDUCTING BUSINESS, INDUSTRY, AND LABOR SITE VISITS. INSTRUCTIONAL TRIPS, PROGRAM DEVELOPMENT, SCHOOL INDUSTRY RELATIONSHIP, TEACHER EDUCATION, VOCATIONAL EDUCATION

337. ED150440 DIEFFENDERFER, RICHARD A.; AND OTHERS BUSINESS-INDUSTRY-LABOR LINKAGES: A HANDBOOK FOR IMPROVING PERSONNEL DEVELOPMENT PROGRAMS. HANDBOOK SECTION 7. RESOURCE PERSONS: INVOLVING RESOURCE PERSONS FROM BUSINESS, INDUSTRY, AND LABOR. CONSULTANTS, PROGRAM DEVELOPMENT, RESOURCE TEACHERS, SCHOOL INDUSTRY RELATIONSHIP, TEACHER EDUCATION, VOCATIONAL EDUCATION

338. ED150441 DIEFFENDERFER, RICHARD A.; AND OTHERS BUSINESS-INDUSTRY-LABOR LINKAGES: A HANDBOOK FOR IMPROVING PERSONNEL DEVELOPMENT PROGRAMS. HANDBOOK SECTION 8. PROGRAM SUPPORT: SECURING PROGRAM SUPPORT FOR BUSINESS, INDUSTRY, AND LABOR INVOLVEMENT. FINANCIAL SUPPORT, PROGRAM ADMINISTRATION, SCHOOL COMMUNITY COOPERATION, SCHOOL INDUSTRY RELATIONSHIP, TEACHER EDUCATION, VOCATIONAL EDUCATION

339. ED151534 PUCINSKI, ROMAN THE ROLE OF STATE AND LOCAL ADVISORY COUNCILS IN VOCATIONAL EDUCATION. OCCASIONAL PAPER NO. 36. ADVISORY COMMITTEES, CITIZEN PARTICIPATION, EDUCATIONAL DEVELOPMENT, STATEWIDE PLANNING, VOCATIONAL EDUCATION VOCATIONAL EDUCATION AMENDMENTS 1968

340. ED151535 CLARK, DAVID L. RESEARCH AND DEVELOPMENT PRODUCTIVITY IN EDUCATIONAL ORGANIZATIONS. OCCASIONAL PAPER NO. 41. EDUCATIONAL DEVELOPMENT, EDUCATIONAL RESEARCH, NONINSTRUCTIONAL RESPONSIBILITY, PRODUCTIVITY, RESEARCH UTILIZATION, TEACHER MOTIVATION

341. ED151559 KIM, JIN EUN COST-EFFECTIVENESS BENEFIT ANALYSIS OF POSTSECONDARY VOCATIONAL PROGRAMS: ADMINISTRATORS MANUAL. COST EFFECTIVENESS, EVALUATION METHODS, POST SECONDARY EDUCATION, PROGRAM EVALUATION, VOCATIONAL EDUCATION

342. ED151560 KIM, JIN EUN COST-EFFECTIVENESS BENEFIT ANALYSIS OF POSTSECONDARY VOCATIONAL PROGRAMS: TECHNICAL REPORT. COST EFFECTIVENESS, MATHEMATICAL MODELS, POST SECONDARY EDUCATION, PROGRAM EVALUATION, VOCATIONAL EDUCATION

343. ED151608 SAWYERS, BETTY A. THE PUBLIC'S PERCEPTION OF SECONDARY VOCATIONAL EDUCATION IN INDIANA. TECHNICAL REPORT NUMBER THREE. EDUCATIONAL ASSESSMENT, EDUCATIONAL ATTITUDES, PROGRAM EFFECTIVENESS, PUBLIC OPINION, TECHNICAL EDUCATION INDIANA

344. ED151611 SELLERS, LOIS ANN, COMP.; GORDON, RUTH COMP. CURRENT PROJECTS IN VOCATIONAL EDUCATION. FISCAL YEAR 1977. ABSTRACTS, BILINGUAL EDUCATION, CURRICULUM DEVELOPMENT, DEMONSTRATION PROJECTS, EDUCATIONAL RESEARCH, VOCATIONAL EDUCATION VOCATIONAL EDUCATION AMENDMENTS 1968

345. ED151611 SELLERS, LOIS ANN; GORDON, RUTH, COMP. CURRENT PROJECTS IN VOCATIONAL EDUCATION FY1977. ABSTRACTS OF PROJECTS SUPPORTED IN FISCAL YEAR 1977 UNDER THE VOCATIONAL EDUCATION AMENDMENTS OF 1968 (PARTS C, D, I AND J.). ABSTRACTS, BILINGUAL EDUCATION, CURRICULUM DEVELOPMENT, DEMONSTRATION PROJECTS, EDUCATIONAL RESEARCH, VOCATIONAL EDUCATION VOCATIONAL EDUCATION AMENDMENTS 1968

346. ED152971 DELACRUZ, JOSEPH B. EDUCATIONAL PROGRAMS FOR NATIVE AMERICANS: IMPLICATIONS FOR VOCATIONAL EDUCATION RESEARCH AND DEVELOPMENT. OCCASIONAL PAPER NO. 40. AMERICAN INDIANS, EDUCATIONAL DEVELOPMENT, EDUCATIONAL IMPROVEMENT, EDUCATIONAL NEEDS, EDUCATIONAL RESEARCH, VOCATIONAL EDUCATION

347. ED153012 WEST, BILL R. RESEARCH FOR PERFORMANCE BASED VOCATIONAL EDUCATION IN INDIANA: A POSITION PAPER. INFORMATION SERIES NUMBER FIVE. AUTO MECHANICS, PERFORMANCE BASED EDUCATION, PROGRAM ADMINISTRATION, PROGRAM PLANNING,

STATEWIDE PLANNING, VOCATIONAL EDUCATION INDIANA

348. ED153015 WOMEN ON WORDS AND IMAGES GUIDELINES FOR SEX-FAIR VOCATIONAL EDUCATION MATERIALS. GUIDELINES, INSTRUCTIONAL MATERIALS, SEX ROLE, SEX STEREOTYPES, VOCATIONAL EDUCATION

349. ED153015 WOMEN ON WORDS AND IMAGES, PRINCETON, NEW JERSEY. GUIDELINES FOR SEX-FAIR VOCATIONAL EDUCATION MATERIALS. GUIDELINES, INSTRUCTIONAL MATERIALS, SEX ROLE, SEX STEREOTYPES, VOCATIONAL EDUCATION

350. ED154209 THE OHIO STATE UNIVERSITY, COLUMBUS. NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION. PROFESSIONAL TEACHER EDUCATION MODULE SERIES. DEVELOP A SCHOOL-COMMUNITY RELATIONS PLAN FOR YOUR VOCATIONAL PROGRAM, MODULE G-1 OF CATEGORY G--. SCHOOL-COMMUNITY RELATIONS. LEARNING ACTIVITIES, PUBLICIZE, SCHOOL COMMUNITY PROGRAMS, SCHOOL COMMUNITY RELATIONSHIP, TEACHING SKILLS, VOCATIONAL EDUCATION

351. ED154210 THE OHIO STATE UNIVERSITY, COLUMBUS. NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION. PROFESSIONAL TEACHER EDUCATION MODULE SERIES. GIVE PRESENTATIONS TO PROMOTE YOUR VOCATIONAL PROGRAM, MODULE G-2 OF CATEGORY G--SCHOOL COMMUNITY RELATIONS. LEARNING ACTIVITIES, PUBLICIZE, SCHOOL COMMUNITY RELATIONSHIP, SPEAKING ACTIVITIES, SPEECH SKILLS, TEACHING SKILLS, VOCATIONAL EDUCATION

352. ED154211 THE OHIO STATE UNIVERSITY, COLUMBUS. NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION. PROFESSIONAL TEACHER EDUCATION MODULE SERIES. DEVELOP BROCHURES TO PROMOTEYOUR VOCATIONAL PROGRAM, MODULE G-3 OF CATEGORY G--SCHOOL-COMMUNITY RELATIONS. LEARNING ACTIVITIES, PAMPHLETS, PUBLICIZE, SCHOOL COMMUNITY RELATIONSHIP, TEACHING SKILLS, VOCATIONAL EDUCATION

353. ED154212 THE OHIO STATE UNIVERSITY, COLUMBUS. NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION. PROFESSIONAL TEACHER EDUCATION MODULE SERIES. PREPARE DISPLAYS TO PROMOTE YOUR VOCATIONAL PROGRAM, MODULE G-4 OF CATEGORY G--SCHOOL-COMMUNITY RELATIONS. EXHIBITS, LEARNING ACTIVITIES, SCHOOL COMMUNITY RELATIONSHIP, TEACHING SKILLS, VOCATIONAL EDUCATION, PUBLICIZE

354. ED154213 THE OHIO STATE UNIVERSITY, COLUMBUS. NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION. PROFESSIONAL TEACHER EDUCATION MODULE SERIES. PREPARE NEWS RELEASES AND ARTICLES CONCERNING YOUR VOCATIONAL PROGRAM, MODULE G-5 OF CATEGORY G--SCHOOL-COMMUNITY RELATIONS. LEARNING ACTIVITIES, NEWS WRITING, PUBLICATIONS, SCHOOL COMMUNITY RELATIONSHIP, TEACHING SKILLS, VOCATIONAL EDUCATION

355. ED154214 THE OHIO STATE UNIVERSITY, COLUMBUS. NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION. PROFESSIONAL TEACHER EDUCATION MODULE SERIES. ARRANGE FOR TELEVISION AND RADIO PRESENTATIONS CONCERNING YOUR VOCATIONAL PROGRAM, MODULE G-6 OF CATEGORY G--SCHOOL-COMMUNITY RELATIONS. LEARNING ACTIVITIES, PROGRAMING (BROADCAST), SCHOOL COMMUNITY RELATIONSHIP, SCRIPTS, TEACHING SKILLS, VOCATIONAL EDUCATION

356. ED154215 THE OHIO STATE UNIVERSITY, COLUMBUS. NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION. PROFESSIONAL TEACHER EDUCATION MODULE SERIES. CONDUCT AN OPEN HOUSE, MODULE G-7 OF CATEGORY G--SCHOOL-COMMUNITY RELATIONS. COMMUNITY INVOLVEMENT, LEARNING ACTIVITIES, SCHOOL COMMUNITY RELATIONSHIP, TEACHING SKILLS, VOCATIONAL EDUCATION OPEN HOUSE

357. ED154216 THE OHIO STATE UNIVERSITY, COLUMBUS. NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION. PROFESSIONAL TEACHER EDUCATION MODULE SERIES. WORK WITH MEMBERS OF THE COMMUNITY, MODULE G-8 OF CATEGORY G--SCHOOL-COMMUNITY RELATIONS. COMMUNITY INVOLVEMENT, COMMUNITY SUPPORT, LEARNING ACTIVITIES, SCHOOL COMMUNITY RELATIONSHIP, TEACHING SKILLS, VOCATIONAL EDUCATION

358. ED154217 THE OHIO STATE UNIVERSITY, COLUMBUS. NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION. PROFESSIONAL TEACHER EDUCATION MODULE SERIES. WORK WITH STATE AND LOCAL EDUCATORS, MODULE G-9 OF CATEGORY G--SCHOOL-COMMUNITY RELATIONS. ARTICULATION (PROGRAM), INTERINSTITUTIONAL COOPERATION, LEARNING ACTIVITIES, SCHOOL COMMUNITY RELATIONSHIP, TEACHING SKILLS, VOCATIONAL EDUCATION

359. ED154218 THE OHIO STATE UNIVERSITY, COLUMBUS. NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION. PROFESSIONAL TEACHER EDUCATION MODULE SERIES. CERTAIN FEEDBACK ABOUT YOUR VOCATIONAL PROGRAM, MODULE G-10 OF CATEGORY G--SCHOOL-COMMUNITY RELATIONS. COMMUNITY SURVEYS, FEEDBACK, LEARNING ACTIVITIES, SCHOOL COMMUNITY RELATIONSHIP, TEACHING SKILLS, VOCATIONAL EDUCATION

360. ED154244 WEST, BILL B.; BRANNOCK, DENNIS A PLAN TO ORGANIZE FIVE AUTO MECHANICS PROGRAMS AND DERIVE LEARNING CONTENT: A PROJECT REPORT. INFORMATION SERIES NUMBER FOUR. AUTO MECHANICS, JOB TRAINING, OCCUPATIONAL INFORMATION, PROGRAM PLANNING, TASK ANALYSIS INDIANA

361. ED154539 VERREYDEN-HILLIARD, MARY ELLEN; AND OTHERS CRACKING THE GLASS SLIPPER: PEER'S GUIDE TO ENDING SEX BIAS IN YOUR SCHOOLS. CHANGE STRATEGIES, EQUAL EDUCATION, SCHOOL POLICY, SEX DISCRIMINATION EDUCATION AMENDMENTS 1972, TITLE IX

362. ED155332 KIE, JIN EUN COST-EFFECTIVENESS BENEFIT ANALYSIS OF POST SECONDARY VOCATIONAL PROGRAMS. FINAL REPORT. COST EFFECTIVENESS, INPUT OUTPUT ANALYSIS, MODELS, PROGRAM DESCRIPTIONS, PROGRAM DEVELOPMENT, VOCATIONAL EDUCATION

363. ED155349 CIBKSENA, KATHY, COMP.; AND OTHERS CONTINUING EDUCATION: REENTRY AND THE MATURE WOMAN. ANNOTATED SELECTED REFERENCES AND RESOURCES. BIBLIOGRAPHY SERIES 2. ANNOTATED BIBLIOGRAPHIES, EDUCATIONAL NEEDS, EDUCATIONAL PROBLEMS, EQUAL EDUCATION, PROGRAM DEVELOPMENT, WOMENS EDUCATION UNITED STATES

364. ED156863 LISACK, J.P. COMPARISONS OF THE CHARACTERISTICS AND PLANS OF INDIANA HIGH SCHOOL SENIORSBY RACE, AND BY TYPE PROGRAM ENROLLED IN. CAREER PLANNING, COMPARATIVE ANALYSIS, EDUCATIONAL EXPER[illegible], RACE, SENIORS, STUDENT CHARACTERISTICS INDIANA

365. ED158074 INDIANA ADVISORY COUNCIL ON VOCATIONAL EDUCATION, INDIANAPOLIS. INDIANA LABOR SUPPLY AND DEMAND, 1977. LABOR SUPPLY, MANPOWER NEEDS, OCCUPATIONAL SURVEYS, STATISTICAL DATA, VOCATIONAL EDUCATION INDIANA

366. ED158075 INDIANA ADVISORY COUNCIL ON VOCATIONAL EDUCATION, INDIANAPOLIS. VOCATIONAL EDUCATION, LOCAL ADVISORY COMMITTEE HANDBOOK. ADVISORY COMMITTEES, BOARD OF EDUCATION POLICY, RESPONSIBILITY, VOCATIONAL EDUCATION INDIANA

367. ED159134 BUTLER, MATILDA; PAISLEY, WILLIAM FACTORS DETERMINING ROLES AND FUNCTIONS OF EDUCATIONAL LINKING AGENTS WITH IMPLICATIONS FOR TRAINING AND SUPPORT SYSTEMS. INFORMATION DISSEMINATION, PROFESSIONAL TRAINING, RESEARCH UTILIZATION, ROLE THEORY, TASK ANALYSIS LINKING AGENTS, TRAINING NEEDS

368. ED159362, IN770010 FINAL PIPER, DON; BARRETT, JAMES A SKILL CATALOG FOR CURRICULUM EVALUATION AND STUDENT PLACEMENT. FINAL REPORT. ELECTRONIC DATA PROCESSING, EMPLOYMENT OPPORTUNITIES, JOB PLACEMENT, JOB SKILLS, PROGRAM DEVELOPMENT VOCATIONAL TECHNICAL CONSORTIUM OF STATES, VTECS

369. ED160744, IN76C031 FINAL WISCENSKI, JERRY L. THE DEVELOPMENT OF A COMPETENCY BASED TEACHER EDUCATION CURRICULUM MODEL. FINAL REPORT. CURRICULUM DESIGN, MODELS, PERFORMANCE BASED TEACHER EDUCATION, TEACHING SKILLS, VOCATIONAL EDUCATION

370. ED160766, IN770015 FINAL FIELDS, CHARLES E.; DRUCKER, EUGENE H. DEVELOPMENT OF A REGIONAL MANPOWER INFORMATION SYSTEM. RESEARCH AND DEVELOPMENT PROJECT. FINAL REPORT. EDUCATIONAL NEEDS, INFORMATION SYSTEMS, MANPOWER NEEDS, MANPOWER UTILIZATION, REGIONAL PLANNING INDIANA (RIVER HILLS REGION)

371. ED160833 MORRIS, LILA; AND OTHERS SEX DIFFERENCES IN THE CAREER DECISION-MAKING PROCESS. FINAL REPORT. AGE DIFFERENCES, CAREER CHOICE, COLLEGE STUDENTS, DECISION MAKING, OCCUPATIONAL GUIDANCE, SEX DIFFERENCES SYSTEM OF INTERACTIVE GUIDANCE AND INFORMATION

372. ED160889, IN770003 FINAL BROWN, C. EDWARD JOB TITLE ANALYSIS FOR SELECTED JOB TITLES IN HORTICULTURE. FINAL REPORT. CURRICULUM DEVELOPMENT, JOB SKILLS, LANDSCAPING, ORNAMENTAL HORTICULTURE OCCUPATIONS, TASK ANALYSIS, VALIDITY

INDIANA, VTECS CATALOGS

373. ED162634 BINA; JAMES V.; AND OTHERS DATABASES AND CLEARINGHOUSES: INFORMATION RESOURCES FOR EDUCATION. INFORMATION SERIES NO. 130. CLEARINGHOUSES, DATA BASES, DIRECTORIES, EDUCATIONAL RESOURCES EDUCATIONAL INFORMATION

374. ED164799 JESIERSKI, KATHLEEN WRITER'S GUIDE TO PUBLICATION DEVELOPMENT: HOW TO GET YOUR PUBLICATION IN TO AN INFORMATION RETRIEVAL SYSTEM. GUIDELINES, INFORMATION RETRIEVAL, INFORMATION SYSTEMS, PUBLICATIONS, WRITING

375. ED164839, IN770045 FINAL PARKER, DORIS S. FOLLOWUP STUDY. STUDENTS NOT COMPLETING DEGREE REQUIREMENTS. FINAL REPORT. DROPOUT CHARACTERISTICS, DROPOUT IDENTIFICATION, DROPOUT PREVENTION, DROPOUT RESEARCH, DROPOUTS INDIANA VOCATIONAL TECHNICAL COLLEGE

376. ED164856, IN770008 FINAL SAWYERS, BETTY SEX STEREOTYPING: ANALYSIS OF STUDENTS ENROLLED IN VOCATIONAL PROGRAMS IN INDIANA. FINAL REPORT. SEX DISCRIMINATION, SEX STEREOTYPES, VOCATIONAL EDUCATION INDIANA

377. ED164936 KIM, JIN EUN DIFFUSION OF THE COST-EFFECTIVENESS ANALYSIS SYSTEM FOR IMPROVING SECONDARYVOCATIONAL PROGRAM MANAGEMENT: A CONCEPTUAL FRAMEWORK AND A STATEWIDE CONFERENCE. TECHNICAL REPORT. COST EFFECTIVENESS, EDUCATIONAL CHANGE, INFORMATION DISSEMINATION, PROGRAM IMPROVEMENT, SYSTEMS DEVELOPMENT, VOCATIONAL EDUCATION

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883. IN75CCC8 FINAL WESOLOWSKI, ANTHONY; HEIB, JEFFREY L.; DAVIS, JOAN VOCATIONAL GUIDANCE COUNSELOR. FINAL REPORT. FOUR COUNTY AREA VOCATIONAL COOPERATIVE, GARRETT, INDIANA. COUNSELOR TRAINING, CAREER AWARENESS, OCCUPATIONAL GUIDANCE, VOCATIONAL FOLLOWUP, EMPLOYMENT COUNSELORS FY75, JULY 1, 1975 TO JUNE 30, 1976 63-75-D *LP D, *SF 11940, *T 11940 113,130

884. IN75CC09 FINAL HIXSON, JAMES E.; EBERTON, SUSAN; MILLER, JOSEPH DEVELOPMENT OF AN INNOVATIVE APPROACH TO COOPERATIVE EDUCATION IN AN AREA SCHOOL. FINAL REPORT. CENTRAL NINE VOCATIONAL-TECHNICAL SCHOOL, GREENWOOD, INDIANA. COOPERATIVE EDUCATION, AREA VOCATIONAL SCHOOLS FY75, JULY 1, 1975 TO JUNE 30, 1976 75-101 *SF 17160,*T 17160 117,134

885. IN75CC10 FINAL ANDRESS, GUY, JR. CONVERSION AND EXTENSION OF FOLLOW-UP SYSTEM DEVELOPED BY SBVTE 8-75-C-15 EVANSVILLE-VANDERBURGH SCHOOL CORPORATION, EVANSVILLE, INDIANA. FOLLOWUP STUDIES,COMPUTER ORIENTED PROGRAMS FY75, JULY 1, 1975 TO JUNE 30, 1976 75-102 *SF 3000,*T 3000 113,111,133,134

886. IN75CC11 FINAL, ED133508 RICHARDSON, WILLIAM B; AND OTHERS DEVELOPMENT OF A STATEWIDE SYSTEM FOR FOLLOW-UP OF VOCATIONAL GRADUATES THAT HAS IMPLEMENTATION FOR USAGE BY LOCAL EDUCATIONAL AGENCIES. PURDUE UNIVERSITY, LAFAYETTE, INDIANA. COMPUTER ORIENTED PROGRAMS, VOCATIONAL FOLLOWUP, VOCATIONAL EDUCATION,FOLLOWUP INSTRUMENTS,STATEWIDE PLANNING,DATA COLLECTION, DATA ANALYSIS,INSERVICE EDUCATION,COUNSELOR TRAINING,GRADUATES SYSTEM FOR IMPLEMENTATION REVIEW AND FOLLOW-UP, SIRF FY75, OCT 14, 1974 TO OCT 14, 1975 8-75-C-15 *LP C 113,117,134

887. IN75CC12 FINAL WEST, BILL R.; BRANNOCK, DENNIS THE DEVELOPMENT OF A COMPETENCY BASED MULTI-OCCUPATIONAL CURRICULUM FOR FLEXIBLE PROGRAMMING OF THE TRANSPORTATION CLUSTER. CARMEL CLAY SCHOOLS, CARMEL, INDIANA. CURRICULUM DEVELOPMENT,PERFORMANCE BASED EDUCATION,VOCATIONAL EDUCATION,AUTO BODY REPAIRMEN,AUTO MECHANICS,AUTO MECHANICS (OCCUPATION),INSTRUCTIONAL MATERIALS FY75, JULY 1, 1975 TO JUNE 30, 1976 33-75-C *LP C,*L 4387.98,*SF 18879,*T 23266.98 117,134,135,138

888. IN75CC13 FINAL KOCH, RICHARD F. DEVELOPMENT OF A NEEDS ASSESSMENT MODEL FOR IVTC. INDIANA VOCATIONAL TECHNICAL COLLEGE, INDIANAPOLIS. NEEDS ASSESSMENT,MANPOWER NEEDS,OCCUPATIONAL CLUSTERS,PROGRAM DEVELOPMENT FY75, JULY 1, 1975 TO JUNE 30, 1976 9-75-D *LP D, *L 3300, *SF 23024, *T 26,324 117,135

889. IN75CC14 FINAL IMPLEMENTATION OF A STATEWIDE GUIDANCE PROGRAM WITH EMPHASIS ON COUNSELING, PLACEMENT, AND FOLLOW UP FOR SELECTED TARGET GROUPS. INDIANA STATE BOARD OF VOCATIONAL AND TECHNICAL EDUCATION, INDIANAPOLIS. VOCATIONAL EDUCATION, VOCATIONAL FOLLOWUP, JOB PLACEMENT, COST EFFECTIVENESS, DROPOUTS, TEACHER EDUCATION, STATEWIDE PLANNING, VOCATIONAL COUNSELING FY75, JULY 1, 1975 TO JUNE 30, 1976 8-75-C *LP C 117,119,134,135

890. IN75CC15 FINAL ANDRESS, GUY; HENRY PATRICK COUNSELING RESEARCH PROJECT DIRECTED TO THE SPECIAL NEEDS OF IDENTIFIED STUDENTS. EVANSVILLE VANDERBURGH SCHOOL CORPORATION, EVANSVILLE, INDIANA. VOCATIONAL FOLLOWUP, JOB PLACEMENT, VOCATIONAL COUNSELING, DROPOUTS FY75, JULY 1, 1975 TO JUNE 30, 1976. 8-75-C-4 *LP C, *L 3125, *SF 26950, *T 30075 117,134

891. IN75CC16 FINAL NAGY, CHARLES G. THE APPLICATION OF CLIENT CENTERED APPROACH TO VOCATIONAL CHOICE. SCHOOL CITY OF EAST CHICAGO, INDIANA. VOCATIONAL COUNSELING, CAREER CHOICE, OCCUPATIONAL INFORMATION, MINORITY GROUP CHILDREN FY75, JULY 1, 1975 TO JUNE 30, 1976 8-75-C-10 *LP C, *L 20550, *SF 2000, *T 40550 102,104,117,134

892. IN750017 FINAL HARRIS, ROBERT C; KIM, JIN EUN COST-EFFECTIVENESS ANALYSIS OF SECONDARY VOCATIONAL PROGRAMS. INDIANA UNIVERSITY, BLOOMINGTON, SCHOOL OF EDUCATION COST EFFECTIVENESS, VOCATIONAL EDUCATION, EDUCATIONAL PROGRAMS FY75, JULY 1, 1975 TO JUNE 30, 1976 8-75-C-5 *LP C, *T 54971 134

893. IN75CC18 FINAL BOATWRIGHT, GREGORY A SYSTEMS APPROACH TO LEAVE-SCHOOL DATA PROJECTS. INDIANA STATE BOARD OF VOCATIONAL AND TECHNICAL EDUCATION, INDIANAPOLIS. VOCATIONAL EDUCATION, COST EFFECTIVENESS, PROGRAM EVALUATION, VOCATIONAL FOLLOWUP, JOB PLACEMENT FY75, JULY1 1975 TO JUNE 30, 1976 8-75-C-12 *LP C, 117,134

894. IN75CC19 FINAL WHITE, THOMAS E. OCCUPATIONAL AND TRAINING PLANS FOR DISADVANTAGED AND HANDICAPPED STUDENTS IN VOCATIONAL EDUCATION: A MANUAL FOR USE IN COOPERATIVE WORK EXPERIENCE PROGRAMS. INDIANA UNIVERSITY, BLOOMINGTON. SCHOOL OF EDUCATION. MANUALS, DISADVANTAGED GROUPS, HANDICAPPED STUDENTS, VOCATIONAL EDUCATION, COOPERATIVE EDUCATION, WORK EXPERIENCE PROGRAMS, INSTRUCTIONAL DESIGN FY75, JULY 1, 1975 TO JUNE 30 1976 21-75-102B

895. IN760001 FINAL DUDLEY, GERALD O. THE DEVELOPMENT AND USE OF A SELF-STUDY SELF-EXPLORATION CAREER EXPLORATION TECHNIQUE WITH DISADVANTAGED STUDENTS. (THREE REPORTS BOUND IN ONE). PENN-HARRIS-MADISON SCHOOL, OSCEOLA, INDIANA. CAREER EXPLORATION,INDEPENDENT STUDY,DISADVANTAGED YOUTH,INSTRUCTIONAL MEDIA INDIANA CAREER RESOURCE CENTER FY76, JULY 1, 1976 TO JUNE 30, 1977 4-76T-102B 102,117,132,133,134

896. IN760C01 FINAL DUDLEY, GERALD O. THE IMPLEMENTATION OF A COUNSELOR AND INSTRUCTOR INSERVICE MODEL USING THE MOBILE UNIT. (THREE REPORTS BOUND IN ONE). PENN-HARRIS-MADISON SCHOOL CORPORATION, OSCEOLA, INDIANA. INSERVICE EDUCATION, COUNSELOR EDUCATORS, TEACHER EDUCATION, INSTRUCTIONAL MEDIA INDIANA CAREER RESOURCE CENTER FY76, JULY 1, 1976 TO JUNE 30, 1977 2-76T-D *LP D 113,119,133,134

897. IN760001 FINAL DUDLEY, GERALD O. INDIANA CAREER RESOURCE CENTER IN-SERVICE MOBILE TRAINING UNIT: DISADVANTAGED CAREER EXPLORATION PROCESS. FINAL REPORT. (THREE REPORTS BOUND IN ONE). PENN-HARRIS-MADISON SCHOOL CORPORATION, OSCEOLA, INDIANA. INSERVICE EDUCATION, CAREER EDUCATION, INSTRUCTIONAL MEDIA INDIANA CAREER RESOURCE CENTER FY76, JULY 1, 1976 TO JUNE 30 1977 113-76-B, 2-76T-D, 4-76T-102B *LP B,D 113,119,133,134

898. IN760C02 FINAL RECKERD, THOMAS E., WAMPLER, DEANNA J. A PROPOSAL TO ASSIST IN THE DUPLICATION DISSEMINATION AND STORAGE OF MATERIALS RELATED TO RESEARCH, RESEARCH PROPOSALS, AND RESEARCH FINDINGS IN INDIANA. INDIANA STATE UNIVERSITY, TERRE HAUTE. RESEARCH PROJECTS,RESEARCH PROPOSALS,RESEARCH UTILIZATION,EDUCATIONAL RESEARCH,RESEARCH,INFORMATION DISSEMINATION,INFORMATION STORAGE INDIANA CURRICULUM MATERIALS CENTER, ICMC FY76, JULY, 1 1976 TO JUNE 30, 1977 22-76-C *LP C, *SP 12700, *T 12700 120,134,135,136

899. IN760003 FINAL CRIMES, SHARON SELF-IMPROVEMENT COURSE FOR YOUNG ADULTS. FINAL REPORT. C.A. PROSSER AREA VOCATIONAL CENTER, NEW ALBANY, INDIANA. HYGIENE,SELF CARE SKILLS,SELF HELP PROGRAMS,JOB APPLICANTS FY76, JULY 1, 1975 TO JUNE 30, 1976 39-76-C *LP C,*SP 290,*T 290 117,138,134,

900. IN760004 FINAL GANNON,F.B. WORK ATTITUDES AND EMPLOYMENT. FINAL REPORT. NEW EDUCATIONAL DIRECTIONS, INC., CRAWFORDSVILLE, INDIANA. WORK ATTITUDES,EMPLOYEE ATTITUDES,SUCCESS FACTORS,VOCATIONAL ADJUSTMENT,VOCATIONAL EDUCATION,STUDENTS,WORK ATTITUDES,MEASUREMENT FY76, JULY 1, 1976 TO JUNE 30, 1977 13-76-C-1 *LP C,*L 776,*SP 5590, *T 10766 217,234,235

901. IN760005 FINAL EDDY, MAX ESTABLISH REGIONAL OCCUPATIONAL COMPETENCY TESTING CENTER TO SERVE INDIANA NEEDS. PURDUE UNIVERSITY, WEST LAFAYETTE, INDIANA. NATIONAL COMPETENCY TESTS, OCCUPATIONAL TESTS, REGIONAL PROGRAMS, TESTING PROGRAMS, TRADE AND INDUSTRIAL TEACHERS FY76, JULY 1, 1976 TO JUNE 10, 1977 13-76-C-2 *LP C, *SP 6902, *T 6902 119,134,135

902. IN760006 FINAL LISACK, J.P. QUANTITATIVE REQUIREMENTS FOR VOCATIONAL EDUCATORS IN INDIANA. PURDUE UNIVERSITY, LAFAYETTE, INDIANA. SCHOOL OF TECHNOLOGY. EMPLOYMENT PROJECTIONS, MANPOWER NEEDS, VOCATIONAL EDUCATION TEACHERS,TEACHER CERTIFICATION FY76, JULY 1, 1976 TO JUNE 30, 1977 13-76-C-4 *LP C,*SP 10541,*T 10541 119,134,135,138

903. IN76CCC7 FINAL, ED155332 KIM, JIN EUN DEVELOPMENT OF COST-EFFECTIVENESS/BENEFIT MODEL AND USER'S MANUAL FOR POSTSECONDARY VOCATIONAL EDUCATION PROGRAMS. FINAL REPORT. INDIANA UNIVERSITY, BLOOMINGTON. SCHOOL OF EDUCATION. COST EFFECTIVENESS, INPUT OUTPUT ANALYSIS, MODELS, POST SECONDARY EDUCATION, VOCATIONAL EDUCATION, PROGRAM EVALUATION FY76, JULY 1, 1976 TO JUNE 30, 1977 13-76-C-5 *LP C, *L 8440, *SP 20000, *T 28440 111,135

904. IN760007 PRODUCT, ED151559 KIM, JIN EUN A COST-EFFECTIVENESS/BENEFIT ANALYSIS OF POSTSECONDARY VOCATIONAL PROGRAMS.ADMINISTRATORS MANUAL. INDIANA UNIVERSITY, BLOOMINGTON. SCHOOL OF EDUCATION. COST EFFECTIVENESS, INPUT OUTPUT ANALYSIS, MODELS, POST SECONDARY EDUCATION, PROGRAM EVALUATION, MANUALS, VOCATIONAL EDUCATION 1977 13-76-C-5

905. IN760007 PRODUCT, ED151560 KIM, JIN EUN A COST-EFFECTIVENESS/BENEFIT ANALYSIS OF POSTSECONDARY VOCATIONAL PROGRAMS. TECHNICAL REPORT. INDIANA UNIVERSITY, BLOOMINGTON. SCHOOL OF EDUCATION. COST EFFECTIVENESS, INPUT OUTPUT ANALYSIS, MODELS, POST SECONDARY EDUCATION, PROGRAM EVALUATION, TECHNICAL REPORTS, VOCATIONAL EDUCATION 1977 13-76-C-5

906. IN760CC8 FINAL, ED160865 WHITE, THOMAS R., POGUE, STANLEY ADULT VOCATIONAL EDUCATION FOLLOW THROUGH. A SYSTEM FOR PARTICIPANT FEEDBACK FOR DECISION MAKERS. FINAL REPORT. INDIANA UNIVERSITY, BLOOMINGTON. SCHOOL OF EDUCATION. ADULT VOCATIONAL EDUCATION,FEEDBACK,VOCATIONAL FOLLOWUP,FOLLOWUP STUDIES FY76, JULY 1, 1976 TO JUNE 30, 1977 13-76-C-6 *LP C,*L 7243,*SP 17164,*T 24407 A 111,138,238,217

907. IN760CC9 PRODUCT HAASE, ARTHUR SELF-STUDY GUIDE IN E.D.M. SYSTEMS. VINCENNES UNIVERSITY, INDIANA. CIVIL ENGINEERING, CURRICULUM DEVELOPMENT,INDIVIDUALIZED INSTRUCTION,MEASUREMENT INSTRUMENTS,SCHOOL INDUSTRY RELATIONSHIP ELECTRONIC DISTANCE MEASURING, EDM FY76, JULY 1, 1976 TO JUNE 30, 1977 13-76-C-7 *LP C,*L 14153,*SP 14630,*T 28783 117,135,138

908. IN760010 FINAL POINTER, RICHARD COMPUTER AIDED INSTRUCTION IN DRAFTING, CIVIL ENGINEERING, AND ELECTRONIC TECHNOLOGIES. FINAL REPORT. VINCENNES UNIVERSITY, INDIANA. CIVIL ENGINEERING, COMPUTER ASSISTED INSTRUCTION, COMPUTER PROGRAMS, DRAFTING, ELECTRONICS FY76, JULY 1, 1976 TO JUNE 30, 1977 13-76-C-8 *LP C, *L 15545, *SP 17580, *T 33125 117,135

909. IN760011 FINAL, ED146364 LEGACY, JAMES; ROWEL, DAVID; RICHARDSON, WILLIAM B. A MODEL FOR ASSESSING EMPLOYMENT NEEDS IN AGRIBUSINESS FIRMS. FINAL REPORT. PURDUE UNIVERSITY, LAFAYETTE, INDIANA. DEPARTMENT OF EDUCATION. AGRIBUSINESS, AGRICULTURAL EDUCATION,AGRICULTURAL OCCUPATIONS,AGRICULTURAL PERSONNEL,NEEDS ASSESSMENT,MODELS,AGRICULTURAL TECHNICIANS INDIANA FY76, JULY 1, 1976 TO JUNE 30, 1977 13-76-C-9 *LP C,*L 974,*SP 19492,*T 20466

910. IN760012 FINAL BLATCHLEY, MARY E. FACILITATION OF ENTRY INTO AN ASSOCIATE DEGREE NURSING PROGRAM BY LICENSED PRACTICAL NURSES. FINAL REPORT. PURDUE UNIVERSITY, LAFAYETTE, INDIANA. DEPARTMENT OF NURSING. ASSOCIATE DEGREES,AUTOINSTRUCTIONAL AIDS,NURSES,PRACTICAL NURSES, PRACTICAL NURSING, HEALTH OCCUPATIONS EDUCATION FY76, JULY 1, 1976 TO JUNE 30, 1977 13-76-C-10 *LP C,*SP 13550,*T 13550 117,138

911. IN760013 FINAL, ED137525 BOYER, RAY G. EXPAND THE USE OF COGNITIVE STYLE MAPPING AS A COUNSELING TOOL. INDIANA VOCATIONAL TECHNICAL COLLEGE, TERRE HAUTE. COGNITIVE STYLE, INSERVICE TEACHER EDUCATION, SCHOOL INDUSTRY RELATIONSHIP, VOCATIONAL COUNSELING, COGNITIVE MEASUREMENT, COGNITIVE TESTS, OCCUPATIONAL SURVEYS FY76, JULY 1, 1976 TO JUNE 30, 1977 13-76-C-11 *LP C,*IC 12250,*SP 11800, *T 24050 114,115,214,215

912. IN760014 FINAL DUDLEY, GERALD O. FILMS FOR EFFECTING FEMALE AND MINORITY VOCATIONAL PROGRAM ENROLLMENT. FINAL REPORT. INDIANA CAREER RESOURCE CENTER, SOUTH BEND. FILMS,MINORITY ROLE,CAREER CHOICE,SEX ROLE,VOCATIONAL INTERESTS,TELEVISION COMMERCIALS FY76, JULY 1, 1976 TO JUNE 30, 1977 13-76-C-12 *LP C,*SP 16273.16, *T 16273.16 117,108,133,134

913. IN760015 FINAL, ED145135 RICHARDS, DIANE S. SEX AS A DETERMINANT IN VOCATIONAL CHOICE. NEW EDUCATIONAL DIRECTIONS,

INC., CRAWFORDSVILLE, INDIANA. CAREER CHOICE,SEX DIFFERENCES,SEX ROLE,SEX STEREOTYPES,VOCATIONAL INTERESTS FY76, JULY 1, 1976 TO JUNE 30, 1977 13-76-C-13 *LP C,*L 1079,*SP 17158,*T 18237 217,233,234

914. IN760C16 FINAL, ED142847 MITCHELL, MARIANNE H. ATTITUDES OF ADOLESCENT GIRLS TOWARD VOCATIONAL EDUCATION. INDIANA UNIVERSITY, BLOOMINGTON. PROGRAM ATTITUDES, CAREER CHOICE,FEMALES,SEX STEREOTYPES,VOCATIONAL EDUCATION,PERCEPTION INDIANA FY76, JULY 1, 1976 TO JUNE 30, 1977 13-76-C-14 *LP C,*L 9000,*SP 4985,*T 13985 217,234,208

915. IN760C17 FINAL BABAN, STANLEY J SEMINAR INSTRUCTION IN VOCATIONAL EDUCATION. INDIANA VOCATIONAL TECHNICAL COLLEGE, COLUMBUS. VOCATIONAL EDUCATION, TEACHING METHODS SEMINAR INSTRUCTION FY76, JULY 1,1976 TO JUNE 30, 1977. 13-76-C-16 *LP C, *SP 7000, *T 7000 117,119,135, 217,219,235

916. IN760C18 FINAL WESOLOWSKI, ANTHONY ASSESSMENT OF VOCATIONAL PROGRAM NEEDS. FOUR COUNTY AREA VOCATIONAL COOPERATIVE, GARRETT, INDIANA. VOCATIONAL EDUCATION, EDUCATIONAL NEEDS, NEEDS ASSESSMENT, PROGRAM EVALUATION, STUDENT INTERESTS FY76, JULY 1, 1976 TO JUNE 30, 1977 13-76-C-17 *LP C, *L 1150, *SP 500, *T 1650 102,105,117,134,217,234,219,211

917. IN760019 FINAL RESEARCH EDUCATIONAL MATERIALS TO PRODUCE BUSINESS VOCATIONAL EDUCATION PRODUCTIONAL PROGRAMS. EVANSVILLE VANDERBURGH SCHOOL CORPORATION, EVANSVILLE, INDIANA. VOCATIONAL EDUCATION, EDUCATIONAL PROGRAMS, PUBLICIZE, BUSINESS EDUCATION FY76, JULY 1, 1976 TO JUNE 30, 1977 13-76-C-19 *LP C, *L 528, *SP 500, *T 1028 117,133,134

918. IN760019 PRODUCT WANINGER, LEO BUSINESS VOCATIONAL EDUCATION. EVANSVILLE VANDERBURGH SCHOOL CORPORATION, EVANSVILLE, INDIANA. VOCATIONAL EDUCATION, BUSINESS EDUCATION, EDUCATIONAL PROGRAMS 1977 13-76-C-19

919. IN760020 PRODUCT COOPERATIVE OFFICE EDUCATION EMPLOYER BROCHURE. SOUTH BEND COMMUNITY SCHOOL CORPORATION, INDIANA. VOCATIONAL EDUCATION, COOPERATIVE EDUCATION, OFFICE OCCUPATIONS EDUCATION, EMPLOYERS 1976 13-76-C-20

920. IN760021 FINAL HARDING, J. LYLE DISTRIBUTIVE EDUCATION AND YOU. SOUTH BEND COMMUNITY SCHOOL CORPORATION, INDIANA. DISTRIBUTIVE EDUCATION, PUBLICIZE FY76, JULY 1, 1976 TO JUNE 30, 1977 13-76-C-21 *LP C, *L 2315, *SP 300, *T 2615 117,134

921. IN760C23 PRODUCT MCVICKER, HOWARD E.; WELO, TIMOTHY V. A BIBLIOGRAPHY OF FILMSTRIPS, SLIDES, AND CASSETTES FOR ICT-ICE GENERAL RELATED INSTRUCTIONAL MATERIALS. PURDUE UNIVERSITY, WEST LAFAYETTE, INDIANA. BIBLIOGRAPHIES, AUDIOVISUAL AIDS, INSTRUCTIONAL MATERIALS, FILMSTRIPS, SLIDES, COOPERATIVE EDUCATION 1977 13-76-C-22, 13-76-C-23

922. IN760023 FINAL MCVICKER, HOWARD E.; WELO, TIMOTHY V. A BIBLIOGRAPHY OF FILMSTRIPS AND SLIDES FOR ICT-ICE INSTRUCTION. PURDUE UNIVERSITY, WEST LAFAYETTE, INDIANA. CATALOGS, INSTRUCTIONAL MATERIALS, FILMSTRIPS, BIBLIOGRAPHIES, SLIDES, COOPERATIVE EDUCATION, AUDIOVISUAL AIDS FY76, JULY 1, 1976 TO JUNE 30, 1977 13-76-C-22 *LP C, *L 59, *SP 500, *T 559 119,134

923. IN760024 FINAL MCVICKER, HOWARD E.; WELO, TIMOTHY V. A BIBLIOGRAPHY OF CASSETTE INSTRUCTIONAL MATERIALS FOR ICT-ICE INSTRUCTION. PURDUE UNIVERSITY, WEST LAFAYETTE, INDIANA. BIBLIOGRAPHIES, CATALOG, INSTRUCTIONAL MATERIALS, MAGNETIC TAPE CASSETTES, COOPERATIVE EDUCATION, AUDIOVISUAL AIDS FY76, JULY 1, 1976 TO JUNE 30, 1977 13-76-C-23 *LP C, *L 59, *SP 500, *T 559 119,134

924. IN760025 FINAL DEAN, LEON SLIDE AND TAPED PRESENTATION OF GOOD AND POOR LANDSCAPE PRACTICES. ELKHART AREA CAREER CENTER, INDIANA. AUDIOVISUAL AIDS, LANDSCAPING, SLIDES, PHONOTAPE RECORDINGS FY76, JULY 1, 1976 TO JUNE 30, 1977 13-76-C-24 *LP C, *SP 500, *T 500 119,134

925. IN76CC26 FINAL WILLIAMS, GEORGE ELECTRICAL DISCHARGE MACHINING FOR THE SECONDARY VOCATIONAL LEVEL. MID-CENTRAL AREA VOCATIONAL SCHOOL, ELWOOD, INDIANA. AREA VOCATIONAL SCHOOLS, METAL WORKING OCCUPATIONS, TEXTBOOK PREPARATION, COURSE CONTENT, TRADE AND INDUSTRIAL EDUCATION FY76 JULY 1, 1976 TO JUNE 30, 1977 13-76-C-25

*LP C, *SP 500, *T 500 117, 138, 134, 119, 135

926. IN760026 FINAL WILLIAMS, GEORGE ELECTRICAL DISCHARGE MACHINING FOR THE SECONDARY VOCATIONAL LEVEL. MID-CENTRAL AREA VOCATIONAL SCHOOL, ELWOOD, INDIANA. AREA VOCATIONAL SCHOOLS, METAL WORKING OCCUPATIONS, TEXTBOOK PREPARATION, COURSE CONTENT, TRADE AND INDUSTRIAL EDUCATION FY76, JULY 1, 1976 TO JUNE 30, 1977 13-76-C-25 *LP C, *SP 500, *T 500 117,138,134,119,135

927. IN760027 FINAL BIRICH, EVANAE LAKE CENTRAL HIGH SCHOOL INTENSIVE OFFICE LABORATORY PROSPECTUS FOR BUSINESSMEN. LAKE CENTRAL HIGH SCHOOL, ST. JOHN, INDIANA. COOPERATIVE EDUCATION, JOB PLACEMENT, OFFICE OCCUPATIONS EDUCATION,PAMPHLETS, PUBLICIZE, WORK EXPERIENCE PROGRAMS, EMPLOYERS FY76, JULY 1, 1976 TO JUNE 30, 1977 13-76-C-26 *LP C, *SP 299, *T 299 117, 134

928. IN76C028 FINAL HEILMAN, JAMES P. UP-DATE NEEDS AND OBJECTIVES FOR DRAFTING. MONROE COUNTY SCHOOL CORPORATION, BLOOMINGTON, INDIANA. DRAFTING, EDUCATIONAL NEEDS, EMPLOYER ATTITUDES, JOB SKILLS, SCHOOL INDUSTRY RELATIONSHIP, JOB ANALYSIS FY76, JULY 1, 1976 TO JUNE 30, 1977 13-76-C-27 *LP C, *L 200, *SP 500, *T 700 117,134

929. IN760029 FINAL FIELDS, CHARLES E.; BUCKER, EUGENE H. INTEGRATED REGIONAL PLANNING AND COMMUNICATION PROJECT. NEW ALBANY-FLOYD COUNTY CONSOLIDATED SCHOOL CORPORATION, NEW ALBANY, INDIANA. INTERAGENCY COORDINATION, INTERAGENCY PLANNING, INTERSCHOOL COMMUNICATION, MANPOWER NEEDS, ORGANIZATIONAL COMMUNICATION, REGIONAL PLANNING, VOCATIONAL EDUCATION FY76, JULY 1, 1976 TO JUNE 30, 1977 14-76-D-1 *LP D, *L 216, *SP 14420, *T 14636 117,134

930. IN76C030 FINAL WHEATLEY, LAURENCE E. IN-SERVICE TRAINING FOR CURRICULUM SPECIALIST. WEST WASHINGTON SCHOOL CORPORATION, CAMPBELLSBURG, INDIANA. SOUTH CENTRAL AREA VOCATIONAL SCHOOL. AREA VOCATIONAL SCHOOLS, CURRICULUM PLANNING, INSERVICE TEACHER EDUCATION, PERFORMANCE BASED EDUCATION, TRAINING OBJECTIVES, CURRICULUM DEVELOPMENT FY76, JULY 1, 1976 TO JUNE 30, 1977 14-76-D-2 *LP D, *SP 5000, *T 5000 119,134

931. IN76C030 PRODUCT WHEATLEY, LAURENCE E. HANDBOOK: WRITING OBJECTIVES AND PREPARING PERFORMANCE-BASED INSTRUCTIONAL MATERIAL. WEST WASHINGTON SCHOOL CORPORATION, CAMPBELLSBURG, INDIANA. SOUTH CENTRAL AREA VOCATIONAL SCHOOL. PERFORMANCE BASED EDUCATION, LESSON PLANS, INDIVIDUALIZED INSTRUCTION, WRITING, INSTRUCTIONAL MATERIALS 14-76-D-2

932. IN76C031 FINAL ED160744 WIRCENSKI, JERRY L. THE DEVELOPMENT OF A COMPETENCY BASED TEACHER EDUCATION CURRICULUM MODEL. PURDUE UNIVERSITY, WEST LAFAYETTE, INDIANA. DEPARTMENT OF INDUSTRIAL EDUCATION. AGRICULTURAL EDUCATION, CURRICULUM DEVELOPMENT, EDUCATIONAL OBJECTIVES, OCCUPATIONAL HOME ECONOMICS, PERFORMANCE BASED TEACHER EDUCATION, JOB ANALYSIS, TRADE AND INDUSTRIAL EDUCATION, CURRICULUM DEVELOPMENT FY76, JULY 1, 1976 TO JUNE 30, 1977 14-76-D-3 *LP D, *L 10524, *SP 20000, *T 30524 119,135,134

933. IN760032 FINAL WESOLOWSKI, ANTHONY VOCATIONAL PLACEMENT AND FOLLOWUP PROJECT. FOUR COUNTY AREA VOCATIONAL COOPERATIVE, GARRETT, INDIANA. AREA VOCATIONAL SCHOOLS, EMPLOYMENT SERVICES, JOB PLACEMENT, SCHOOL INDUSTRY RELATIONSHIP, VOCATIONAL FOLLOWUP FY76, JULY 1, 1976 TO JUNE 30, 1977 14-76-D-4 *LP D, *L 5500, *SP 5000, *T 10500 117,134

934. IN76C033 FINAL MOSS, JEFFREY W.; MCBAUGH, JOHN IMPLEMENTATION OF A JOB PLACEMENT AND FOLLOWUP SYSTEM FOR VOCATIONAL EDUCATION STUDENTS. CLINTON CENTRAL SCHOOL CORPORATION, MICHIGANTOWN, INDIANA. DROPOUTS, HIGH SCHOOL GRADUATES, JOB PLACEMENT, VOCATIONAL FOLLOWUP FY76, JULY 1, 1976 TO JUNE 30, 1977 14-76-D-5 *LP D, *L 700, *SP 4975, *T 5675 117,134

935. IN760034 FINAL DUVALL, JOHN; MORGAN, JOHN VOCATIONAL EDUCATION JOB PLACEMENT AND FOLLOW-UP. ELKHART COMMUNITY SCHOOLS, INDIANA. JOB ANALYSIS, JOB MARKET, JOB PLACEMENT, SCHOOL INDUSTRY RELATIONSHIP, VOCATIONAL FOLLOWUP FY76, JULY 1, 1976 TO JUNE 30, 1977 14-76-D-6 *LP D, *L 4400, *SP 5070, *T 9470 117,134

936. IN76C035 FINAL BRADBURY, RAY DEVELOPMENT OF ESSENTIAL FOLLOW-UP AND PLACEMENT OF VOCATIONAL EDUCATION STUDENTS. BARTHOLOMEW CONSOLIDATED SCHOOL CORPORATION, COLUMBUS, INDIANA. HANDICAPPED STUDENTS, JOB PLACEMENT, SCHOOL INDUSTRY RELATIONSHIP,VOCATIONAL FOLLOWUP FY76, JULY 1, 1976 TO JUNE 30, 1977 14-76-D-7 *LP D, *L 3500, *SP

4700, *T 7200 117, 134

937. IN760036 FINAL HELLMAN, JAMES,; WOOLF, BILLY A JOB PLACEMENT FOLLOW UP STUDY. MONROE COUNTY AREA VOCATIONAL SCHOOL, BLOOMINGTON, INDIANA. EMPLOYERS, EMPLOYMENT OPPORTUNITIES, JOB PLACEMENT, VOCATIONAL FOLLOWUP FY76, JULY 1, 1976 TO JUNE 30, 1977 14-76-D-8 *LP D, *L 550, *SP 5000, *T 5500 117,134,115

938. IN760037 FINAL SCHENK, DANIEL, L. A FOLLOW-UP SYSTEM FOR POSTSECONDARY VOCATIONAL-TECHNICAL PROGRAMS. INDIANA VOCATIONAL TECHNICAL COLLEGE, EVANSVILLE. DROPOUT RESEARCH, DROPOUTS, VOCATIONAL FOLLOWUP, VOCATIONAL SCHOOLS FY76, JULY 1, 1976 TO JUNE 30, 1977 14-76-D-9 *LP D, *L 3300, *SP 5000, *T 8300 117,135

939. IN760038 FINAL BARAN, STANLEY, J. CONTINUATION OF SOUTHEASTERN INDIANA VOCATIONAL SCHOOL AND EMPLOYER COMMUNICATIONS SYSTEM. INDIANA VOCATIONAL TECHNICAL COLLEGE, COLUMBUS, INDIANA. JOB PLACEMENT, OCCUPATIONAL TESTS, ORGANIZATIONAL COMMUNICATION, SCHOOL INDUSTRY RELATIONSHIP, VOCATIONAL COUNSELING, VOCATIONAL FOLLOWUP FY76, JULY 1, 1976 TO JUNE 30, 1977 14-76-D-10 *LP D, *L 600, *SP 5000, *T 5600

940. IN760039 FINAL MCGREW, DAVID L. VOCATIONAL PLACEMENT AND FOLLOW-UP. LAKELAND COMMUNITY SCHOOL CORPORATION, SYRACUSE, INDIANA. WAWASSEE AREA VOCATIONAL COOPERATIVE. AREA VOCATIONAL SCHOOLS, FEEDBACK, JOB PLACEMENT, VOCATIONAL FOLLOWUP FY76, JULY 1, 1976 TO JUNE 30, 1970 40-76-D-1 *LP D, *L 1098, *SP 5000, *T 6098 117,134

941. IN760040 FINAL PAULIS, CHARLES L.; FRUITS, DENNIS G. PERRY COUNTY VOCATIONAL STUDENT PLACEMENT AND FOLLOW-UP PROJECT. PERRY COUNTY AREA VOCATIONAL EDUCATION PROGRAM, CANNELTON, INDIANA. EMPLOYMENT SERVICES, JOB PLACEMENT, VOCATIONAL FOLLOWUP FY76, JULY 1, 1976 TO JUNE 30, 1977 40-76-D-2 *LP D, *L 1036, *SP 4686, *T 5722 117,134,135,138

942. IN760041 FINAL STECYK, MICHAEL; ADASKA, ANDREW M. VOCATIONAL STUDENT JOB PLACEMENT AND FOLLOW UP. SCHOOL CITY OF HAMMOND, INDIANA. DROPOUTS, EMPLOYMENT OPPORTUNITIES, EMPLOYMENT SERVICES, JOB PLACEMENT, VOCATIONAL FOLLOWUP FY76, JULY 1, 1976 TO JUNE 30, 1977 40-76-D-3 *LP D, *L 3755, *SP 4953, *T 8708 117,134

943. IN760042 FINAL WHEELER, LYNN BLUE RIVER VOCATIONAL-TECHNICAL CENTER PLACEMENT REVIEW (RE-VISIT INTERESTS, ENTRY INTO WORK). BLUE RIVER VOCATIONAL-TECHNICAL CENTER, SHELBYVILLE, INDIANA. AREA VOCATIONAL SCHOOLS, EMPLOYMENT SERVICES, JOB PLACEMENT, JOB SEARCH METHODS, VOCATIONAL COUNSELING, VOCATIONAL FOLLOWUP FY76, JULY 1, 1976 TO JUNE 30, 1977 40-76-D-4 *LP D, *L 1030, *SP 5000, *T 6030 117,134,138

944. IN760043 FINAL BEYLER, MERLAND; WALTON, JUANITA IMPLEMENTING A STUDENT JOB PLACEMENT SYSTEM. INDIANA VOCATIONAL TECHNICAL COLLEGE, FORT WAYNE. EMPLOYMENT SERVICES, JOB PLACEMENT, VOCATIONAL SCHOOLS, MANPOWER NEEDS, VOCATIONAL FOLLOWUP FY76, JULY 1, 1976 TO JUNE 30, 1977 40-76-D-5 *LP D, *L 3020, *SP 5000, *T 5020 117,135

945. IN760044 FINAL RICE, JUDITH INITIAL IMPLEMENTATION OF JOB PLACEMENT PROGRAM. INDIANA VOCATIONAL TECHNICAL COLLEGE, MUNCIE. EMPLOYMENT INTERVIEWS, EMPLOYMENT OPPORTUNITIES, JOB PLACEMENT, JOB SEARCH METHODS, PAMPHLETS, SCHOOL INDUSTRY RELATIONSHIP FY76, JULY 1, 1976 TO JUNE 30, 1977 40-76-D-6 *LP D, *L 325, *SP 4600, *T 4925 117, 135

946. IN760045 FINAL SHAVER, CARROLL G. TECHNICAL REPORT FOR A PROJECT DESIGNED TO IDENTIFY THE EFFECTIVENESS OF THE PLACEMENT PROCESS OF DEVELOPING, PRINTING AND DISSEMINATING: A GRADUATE BOOKLET. INDIANA VOCATIONAL TECHNICAL COLLEGE, TERRE HAUTE. AREA VOCATIONAL SCHOOLS, INFORMATION DISSEMINATION, JOB PLACEMENT, VOCATIONAL FOLLOWUP, GRADUATE SURVEYS FY76, JULY 1, 1976 TO JUNE 30, 1977 40-76-D-7 *LP D, *L 1300, *SP 4345, *T 5645 117,134,115

947. IN760046 FINAL, ED164839 PARKER, DORIS S. FOLLOWUP STUDY: STUDENTS NOT COMPLETING DEGREE REQUIREMENTS. INDIANA VOCATIONAL TECHNICAL COLLEGE, INDIANAPOLIS. COMPARATIVE ANALYSIS, DROPOUT RESEARCH, DROPOUTS, GRADUATES, VOCATIONAL FOLLOWUP, VOCATIONAL SCHOOLS FY76, JULY 1, 1976 TO JUNE 30, 1977 40-76-D-8 *LP D, *L 1130, *SP 3155, *T 4285 117,135

948. IN760047 FINAL SIEVERT, NORMAN IMPLEMENTING A STUDENT JOB PLACEMENT SERVICE. INDIANA VOCATIONAL TECHNICAL COLLEGE, INDIANAPOLIS. EMPLOYMENT SERVICES, JOB PLACEMENT, VOCATIONAL SCHOOLS FY76, JULY 1, 1976 TO JUNE 30, 1977 40-76-D-9 *LP D, *L 2090, *SF 4025, *T 6115 117,135

949. IN760048 FINAL MACY, BARBARA IN-DEPTH FOLLOW-UP OF GRADUATES FROM IVTC-SOUTHEAST. INDIANA VOCATIONAL TECHNICAL COLLEGE, MADISON. EMPLOYER ATTITUDES, FEEDBACK, VOCATIONAL FOLLOWUP, VOCATIONAL SCHOOLS, GRADUATE SURVEYS FY76, JULY 1, 1976 TO JUNE 30, 1977 40-76-D-10 *LP D, *L 340, *SF 5000, *T 5340 117,135

950. IN760049 FINAL STALEY, KENNETH A.; HODGE, CAROL A. IMPLEMENTING A STUDENT JOB PLACEMENT SERVICE. INDIANA VOCATIONAL TECHNICAL COLLEGE, SELLERSBURG. EMPLOYMENT SERVICES, JOB PLACEMENT, VOCATIONAL SCHOOLS, VOCATIONAL FOLLOWUP FY76, JULY 1, 1976 TO JUNE 30, 1977 40-76-D-11 *LP D, *L 7220, *SF 5000, *T 12220 117,135,115

951. IN760050 FINAL FIELDS, CHARLES E.; SMITH, RICHARD J. EXPAND EXISTING PLACEMENT AND FOLLOWUP SERVICES TO INCLUDE EARLY WITHDRAW STUDENTS AND INCREASE PUBLIC RELATIONS. NEW ALBANY-FLOYD COUNTY CONSOLIDATED SCHOOL CORPORATION, NEW ALBANY, INDIANA. DROPOUTS, EMPLOYMENT POTENTIAL, PUBLICIZE, SCHOOL INDUSTRY RELATIONSHIP, VOCATIONAL FOLLOWUP FY76, JULY 1, 1976 TO JUNE 30, 1977 40-76-D-12 *LP D, *L 4235, *SF 5000, *T 9235 117,134

952. IN760051 FINAL HIXSON, JAMES E.; STOLLARD, RICHARD E. IMPLEMENTATION OF A JOB PLACEMENT AND FOLLOW-UP SERVICE FOR AREA 37. CENTRAL NINE VOCATIONAL-TECHNICAL SCHOOL, GREENWOOD, INDIANA. EMPLOYMENT SERVICES, JOB PLACEMENT, ORGANIZATIONAL COMMUNICATION, SCHOOL INDUSTRY RELATIONSHIP, VOCATIONAL FOLLOWUP FY76, JULY 1, 1976 TO JUNE 30, 1977 40-76-D-13 *LP D, *L 7460, *SF 5000, *T 12460 117,134

953. IN760052 FINAL DAVIS, CHARLES C. A SYSTEM FOR JOB PLACEMENT AND FOLLOWUP FOR THE WALKER CAREER CENTER. WALKER CAREER CENTER, INDIANAPOLIS, INDIANA. EMPLOYMENT SERVICES, JOB PLACEMENT, PROGRAM EVALUATION, VOCATIONAL FOLLOWUP FY76, JULY 1, 1976 TO JUNE 30, 1977 40-76-D-14 *LP D, *L 11000, *SF 5000, *T 16000 117,134

954. IN760054 FINAL HOKE, ROY IMPLEMENTATION OF A JOB PLACEMENT AND FOLLOW-UP SYSTEM AT BEN DAVIS HIGH SCHOOL. METROPOLITAN SCHOOL DISTRICT OF WAYNE TOWNSHIP, INDIANAPOLIS, INDIANA. EDUCATIONAL OPPORTUNITIES, JOB SEARCH METHODS, STUDENT RECRUITMENT, VOCATIONAL EDUCATION, VOCATIONAL FOLLOWUP, VOCATIONAL INTERESTS FY76, JULY 1, 1976 TO JUNE 30, 1977 40-76-D-16 *LP D, *L 1151, *SF 4116, *T 5267 117,134,138,115

955. IN760054 PROPOSAL ARCHER, DAVID C. IMPLEMENTATION OF A JOB PLACEMENT AND FOLLOW-UP SYSTEM AT BEN DAVIS HIGH SCHOOL. METROPOLITAN SCHOOL DISTRICT OF WAYNE TOWNSHIP, INDIANAPOLIS, INDIANA. EDUCATIONAL OPPORTUNITIES, JOB SEARCH METHODS, STUDENT RECRUITMENT, VOCATIONAL EDUCATION, VOCATIONAL FOLLOWUP, VOCATIONAL INTERESTS FY76, APRIL 15, 1976 TO APRIL 15, 1977 40-76-D-16 *L 1151.25, *SF 4260, *T 5411.25 108,134,115

956. IN760055 FINAL ROWE, JOANNE S.; BURCH, KATHERINE M. A COOPERATIVE ENDEAVOR BETWEEN THE DIVISION OF VOCATIONAL EDUCATION AND INDIANA STATE UNIVERSITY TO BUILD AND REVISE THE INDIANA CONSUMER AND HOMEMAKING EDUCATION CURRICULUM. INDIANA STATE UNIVERSITY, TERRE HAUTE; INDIANA STATE BOARD OF VOCATIONAL AND TECHNICAL EDUCATION, INDIANAPOLIS. CONSUMER EDUCATION, HOMEMAKING EDUCATION, COURSE CONTENT, CURRICULUM DEVELOPMENT, RESOURCE GUIDES, INTERPERSONAL RELATIONSHIP FY76, JULY 1, 1976 TO JUNE 30, 1977 108-76-F *SF 1786.15, *T 1786.15 117,133,134

957. IN760057 FINAL WHEATLEY, LAURENCE B. RESEARCH AND DEVELOPMENT: CURRICULUM PLANNING FOR AREA VOCATIONAL SCHOOL. SOUTH CENTRAL AREA VOCATIONAL SCHOOL, HARDINSBURG, INDIANA. AREA VOCATIONAL SCHOOLS,AUTO MECHANICS, CURRICULUM DEVELOPMENT, CURRICULUM PLANNING, PERFORMANCE BASED EDUCATION, TASK ANALYSIS FY76, JULY 1, 1976 TO JUNE 30, 1977 16-761-C-1 *LP C, *L 6172, *SF 18375, *T 24547 117,134

958. IN760058 FINAL JESSUP, ROGER NEEDS ASSESSMENT PILOT PROJECT: PLANNING AREA SIX. MARION COMMUNITY SCHOOLS, MARION, INDIANA. MANPOWER NEEDS, NEEDS ASSESSMENT, QUESTIONNAIRES, SCHOOL SYSTEMS, VOCATIONAL EDUCATION FY76, JULY 1, 1976 TO JUNE 30, 1977 16-76T-C-2 *LP C, *SF 31332, *T 31332 117,134,115,111

959. IN760059 FINAL ED167698 CARVER, DAVID; AND OTHERS CAREERS RESOURCE PROJECT UTILIZING A MOBILE UNIT DESIGN. INDIANA VOCATIONAL TECHNICAL COLLEGE, EVANSVILLE. CAREER EXPLORATION, CONSULTATION PROGRAMS, EDUCATIONAL

RESOURCES, INFORMATION DISSEMINATION, MOBILE EDUCATIONAL SERVICES, OCCUPATIONAL INFORMATION,INSERVICE EDUCATION, ELEMENTARY SECONDARY EDUCATION FY76, JULY 1, 1976 TO JUNE 30, 1977 5-76T-E, 7-76T-102B, 6-76I-B, 114-76-B *LP B,D, *SF 20000, *T 20000 117,134,119,113

960. IN760C59 PRODUCT CARVER, DAVID; AND OTHERS CAREER MATERIALS CATALOG. INDIANA VOCATIONAL TECHNICAL COLLEGE, EVANSVILLE. CATALOGS, CAREER EXPLORATION, EDUCATIONAL MATERIALS, OCCUPATIONAL INFORMATION, ELEMENTARY SECONDARY EDUCATION 5-76T-E, 7-76T-102E, 6-76T-E, 114-76-E

961. IN760C59 PRODUCT, ED149053 A MANUAL FOR THE IMPLEMENTATION OF A RURAL-BASED K-12 CAREER EDUCATION PROGRAM. CAREERS RESOURCE PROJECT, EVANSVILLE, INDIANA. ELEMENTARY SECONDARY EDUCATION, CAREER EXPLORATION, RURAL EDUCATION, CAREER EDUCATION, MOBILE EDUCATIONAL SERVICES, INSERVICE EDUCATION, OCCUPATIONAL INFORMATION, INFORMATION DISSEMINATION INDIANA FY76 5-76I-D, 7-76T-102B, 7-76T-E, 114-76-E

962. IN760060 FINAL DEVITT, MELANIE K.; LEONARD, KAREN C. IDENTIFICATION AND ANALYSIS OF DISTRIBUTIVE EDUCATION CURRICULAR NEEDS BY JOB TITLE. METROPOLITAN SCHOOL DISTRICT OF WASHINGTON TOWNSHIP, INDIANAPOLIS, INDIANA. DISTRIBUTIVE EDUCATION, CURRICULUM DEVELOPMENT, COOPERATIVE EDUCATION, JOB ANALYSIS FY76, JULY 1, 1976 TO JUNE 30, 1977 16-76T-D-1 *LP D, *SF 37000, *T 37000 117,134

963. IN760062 FINAL ANDRESS, GUY SPECIAL SERVICES COORDINATION IN AREA SCHOOL. EVANSVILLE VANDERBURGH SCHOOL CORPORATION, EVANSVILLE, INDIANA. ADMINISTRATIVE ORGANIZATION, AREA VOCATIONAL SCHOOLS, INSERVICE TEACHER EDUCATION, JOB PLACEMENT, PERFORMANCE BASED TEACHER EDUCATION, VOCATIONAL FOLLOWUP, ORGANIZATIONAL COMMUNICATION FY76, JULY 1, 1976 TO JUNE 30, 1977 16-76T-E-3 *LP D, *L 4425, *SF 21800, *T 26225 111,117,119,134

964. IN760063 FINAL STEVENS, JOYCE; FREEMAN, PATRICIA DEVELOPMENT OF A HEALTH OCCUPATIONS CONTINUING EDUCATION CENTER. EVANSVILLE VANDERBURGH SCHOOL CORPORATION, EVANSVILLE, INDIANA. SCHOOL OF HEALTH OCCUPATIONS. CONTINUING EDUCATION CENTERS, HEALTH OCCUPATIONS EDUCATION, PROGRAM DEVELOPMENT FY76, JULY 1, 1976 TO JUNE 30, 1977 16-76I-D-4 *LP E, *L 22821, *SF 13700, *T 36521 117,138

965. IN760064 FINAL WATTS, JOAN E. MULTI-COMMUNITY OCCUPATIONAL NEEDS SURVEY. EL-TIP-WA AREA VOCATIONAL SCHOOL, LOGANSPORT, INDIANA. COMMUNITY PLANNING, COMMUNITY SURVEYS, EMPLOYEE ATTITUDES, EMPLOYMENT OPPORTUNITIES, EMPLOYMENT POTENTIAL, JOB MARKET, MANPOWER NEEDS FY76, JULY 1, 1976 TO JUNE 30, 1977 40-76-D-15 *LP D, *SF 4500, *T 4500 115,138, 215,238

966. IN760064 PRODUCT MULTI-COMMUNITY OCCUPATIONAL NEEDS SURVEY: YOU AND VOCATIONAL EDUCATION. EL-TIP-WA AREA VOCATIONAL SCHOOL, LOGANSPORT, INDIANA. NEEDS ASSESSMENT, MANPOWER NEEDS FY76, JULY 1, 1976 TO JUNE 30, 1977 40-76-D-15 *LP D 215

967. IN76C066 FINAL WEILINSKI, JAMES THE DEVELOPMENT OF A VOCATIONAL DIAGNOSTIC PROGRAM. INDIANA VOCATIONAL TECHNICAL COLLEGE, SOUTH BEND. VOCATIONAL EDUCATION, EDUCATIONAL DIAGNOSIS, OCCUPATIONAL INFORMATION, VOCATIONAL INTERESTS, STUDENT PLACEMENT, DIAGNOSTIC TESTS FY76, JULY 1, 1976 TO JUNE 30, 1977 13-76-C-15 *LP C, *L 7000, *SF 20000, *T 27000 113

968. IN77C001 PROPOSAL WESOLOWSKI, ANTHONY JR. ISOLATED LAB PROGRAM. VOCATIONAL EDUCATION TRAINING FOR HIGH SCHOOL AGE TRAINABLE MENTALLY HANDICAPPED STUDENTS. MUNCIE COMMUNITY SCHOOLS, MUNCIE, INDIANA. BEHAVIOR CHANGE,DAILY LIVING SKILLS,EDUCABLE MENTALLY HANDICAPPED,INTERPERSONAL RELATIONSHIP, PREVOCATIONAL EDUCATION,SELF CONTROL,SPECIAL SCHOOLS,WORK EXPERIENCE PROGRAMS FY77, JULY 1, 1977 TO JUNE 30,1978 35-77-E-68 *LP E,*L 7475,*SF 22425,*T 29900 105,117,134

969. IN77C002 FINAL ANDRESS, GUY SPECIAL SERVICES COORDINATION IN AREA SCHOOL. EVANSVILLE VANDERBURGH SCHOOL CORPORATION, EVANSVILLE, INDIANA. PERFORMANCE BASED TEACHER EDUCATION, AREA VOCATIONAL SCHOOLS, SCHOOL ADMINISTRATION, ORGANIZATIONAL COMMUNICATION, STUDENT RECRUITMENT, SELECTION, JOB PLACEMENT, VOCATIONAL FOLLOWUP FY77, JULY 1 1977 TO JUNE 30, 1978 33-77-C *LP C, *SF 4565, *T 4565 117,134,119

970. IN770003 FINAL, ED160689 RICHARDSON, WILLIAM B.; BROWN, C. EDWARD JOB TITLE ANALYSIS FOR SELECTED JOB TITLES IN HORTICULTURE. PURDUE UNIVERSTY, WEST LAFAYETTE, INDIANA. HORTICULTURE, CURRICULUM DEVELOPMENT, JOB ANALYSIS, INSTRUCTIONAL MATERIALS FY77, JULY 1, 1977 TO JUNE 30, 1978 5-77-C-1 *LP C, *SP 13647, *T 13647 117,134,215

971. IN770004 FINAL SEMPA, RONALD I. SECRETARIAL JOB TITLE ANALYSIS CURRICULUM DEVELOPMENT. BARTHOLOMEW CONSOLIDATED SCHOOL CORPORATION, COLUMBUS, INDIANA. SECRETARIES, CURRICULUM DEVELOPMENT, JOB ANALYSIS, LEARNING MODULES, PERFORMANCE BASED EDUCATION FY77, JULY 1, 1977 TO JUNE 30, 1978 5-77-C-2 *LP C, *L 1000, *SP 14150, *T 15150 117, 134,215

972. IN770005 FINAL HOLLENBAUGH, JERRY H. WEST CENTRAL AND RENSSELAER VOCATIONAL DEVELOPMENT PROGRAM. WEST CENTRAL SCHOOL CORPORATION, FRANCESVILLE, INDIANA; RENSSELAER CENTRAL SCHOOL CORPORATION, RENSSELAER, INDIANA. MANPOWER NEEDS, CURRICULUM DEVELOPMENT, JOB MARKET, EMPLOYMENT OPPORTUNITIES, VOCATIONAL INTERESTS, SURVEYS, EMPLOYMENT QUALIFICATIONS FY77, JULY 1, 1977 TO JUNE 30, 1978 5-77-C-3 *LP C, *L 5200, *SP 18000, *T 23200 108,132,133,134

973. IN770005 PRODUCT HOLLENBAUGH, JERRY H. WEST CENTRAL AND RENSSELAER VOCATIONAL DEVELOPMENT PROGRAM. FEASIBILITY STUDY. WEST CENTRAL SCHOOL CORPORATION, FRANCESVILLE, INDIANA; RENSSELAER, INDIANA. FEASIBILITY STUDIES, CURRICULUM DEVELOPMENT, VOCATIONAL DEVELOPMENT, JOB MARKET, EMPLOYMENT OPPORTUNITIES, VOCATIONAL INTERESTS, OCCUPATIONAL SURVEYS,EMPLOYMENT QUALIFICATIONS FY77 5-77-C-3

974. IN770005 PROPOSAL HOLLENBAUGH, JERRY H. WEST CENTRAL AND RENSSELAER VOCATIONAL DEVELOPMENT PROGRAM. WEST CENTRAL SCHOOL CORPORATION, FRANCESVILLE, INDIANA. MANPOWER NEEDS, CURRICULUM DEVELOPMENT, JOB MARKET, EMPLOYMENT OPPORTUNITIES, VOCATIONAL INTERESTS, OCCUPATIONAL SURVEYS, EMPLOYMENT QUALIFICATIONS FY77 5-77-C-3

975. IN770006 FINAL RICHARDSON, WILLIAM B.; BROWN, C. EDWARD COMMON CONTENT CORE FOR AGRIBUSINESS EDUCATION PROGRAMS. PURDUE UNIVERSITY, WEST LAFAYETTE, INDIANA. DEPARTMENT OF EDUCATION. AGRIBUSINESS, AGRICULTURAL EDUCATION, CURRICULUM DEVELOPMENT, INSTRUCTIONAL MATERIALS, INSERVICE TEACHER EDUCATION FY77, JULY 1, 1977 TO JUNE 30, 1978 5-77-C-4 *LP C, *SP 5800, *T 5800 117,119,134,215

976. IN770007 FINAL WEST, B.B. A PROPOSAL TO TRAIN WRITING TEAMS TO DEVELOP V'TECS CATALOGS IN THE MECHANICAL DRAFTING AND AGRI-CHEMICAL DOMAINS. INDIANA STATE UNIVERSITY, TERRE HAUTE. AGRICULTURAL CHEMICAL OCCUPATIONS, PERFORMANCE BASED EDUCATION, JOB ANALYSIS, CURRICULUM DEVELOPMENT, EDUCATIONAL OBJECTIVES FY77, JULY 1, 1977 TO JUNE 30, 1978 5-77-C-5 *LP C, *L 688, *SP 13068, *T 13756 117,134

977. IN770007 INTERIM WEST, B.B. A PROPOSAL TO TRAIN WRITING TEAMS TO DEVELOP V'TECS CATALOGS IN THE MECHANICAL DRAFTING AND AGRI-CHEMICAL DOMAINS. INDIANA STATE UNIVERSITY, TERRE HAUTE. AGRICULTURAL CHEMICAL OCCUPATIONS, PERFORMANCE BASED EDUCATION, JOB ANALYSIS, CURRICULUM DEVELOPMENT, EDUCATIONAL OBJECTIVES FY77 5-77-C-5

978. IN770008 FINAL, ED164856 SAWYERS, BETTY A. SEX STEREOTYPING: ANALYSIS OF STUDENTS ENROLLED IN VOCATIONAL PROGRAMS IN INDIANA. PURDUE UNIVERSITY, WEST LAFAYETTE, INDIANA. SEX STEREOTYPES, VOCATIONAL EDUCATION, ENROLLMENT TRENDS, GUIDELINES, AREA VOCATIONAL SCHOOLS INDIANA FY77, JULY 1, 1977 TO JUNE 30, 1978 5-77-C-7 *LP C, *SP 9354, *T 9354

979. IN770009 FINAL WATTS, JOAN E. MULTI-COMMUNITY OCCUPATIONAL NEEDS SURVEY. EL-TIP-WA AREA VOCATIONAL SCHOOL, LOGANSPORT, INDIANA. EMPLOYMENT OPPORTUNITIES, EMPLOYMENT PROJECTIONS, EMPLOYMENT QUALIFICATIONS, COOPERATIVE EDUCATION, COMMUNITY RESOURCES, OCCUPATIONAL SURVEYS FY77, JULY 1, 1977 TO JUNE 30, 1978 5-77-C-9 *LP C, *L 5946.49, *SP 5000, *T 10946.49 214,215

980. IN770010 FINAL, ED159362 PIPER, DON; BARRETT, JAMES A SKILL CATALOG FOR EVALUATION AND STUDENT PLACEMENT. NORTH LAWRENCE VOCATIONAL-TECHNICAL CENTER, BEDFORD, INDIANA. ELECTRONIC DATA PROCESSING, EMPLOYMENT OPPORTUNITIES, JOB PLACEMENT, JOB SKILLS, PROGRAM DEVELOPMENT, CATALOGS, CURRICULUM EVALUATION, HIGH SCHOOL GRADUATES FY77, JULY 1, 1977 TO JUNE 30, 1978 5-77-C-10 *LP C, *SP 5900, *T 5900 117,134,215

981. IN77C011 FINAL MITCHELL, MARIANNE H.; GIBSON, ROBERT L.; HARRIS, MORAG B. INNOVATIVE APPROACHES TO INCREASING PRESERVICE COUNSELOR UNDERSTANDING OF VOCATIONAL EDUCATION OPPORTUNITIES. INDIANA UNIVERSITY, BLOOMINGTON. SCHOOL OF EDUCATION. COUNSELOR TRAINING, PRESERVICE EDUCATION, VOCATIONAL EDUCATION, WOMENS EDUCATION, EDUCATIONAL OPPORTUNITIES FY77, JULY 1, 1977 TO JUNE 30, 1978 *LP C, *SF 10238, *T 10238 117,136,137

982. IN770011 PRODUCT, ED171946 MITCHELL, MARIANNE H.; GIBSON, ROBERT L.; HARRIS, MORAG B. EXPANDING VOCATIONAL HORIZONS: A TRAINING MANUAL FOR PRE-SERVICE COUNSELORS. INDIANA UNIVERSITY, BLOOMINGTON. SCHOOL OF EDUCATION. COUNSELOR TRAINING, PRESERVICE EDUCATION, VOCATIONAL EDUCATION, WOMENS EDUCATION, EDUCATIONAL OPPORTUNITIES FY77 5-77-C-12

983. IN770012 FINAL TREXLER, LANCE E.; GARRISON, THOMAS G. DESCRIPTION AND PREDICTION OF SUCCESS IN VOCATIONAL EDUCATION. METROPOLITAN SCHOOL DISTRICT OF WAYNE TOWNSHIP, INDIANAPOLIS, INDIANA. VOCATIONAL MATURITY, CAREER CHOICE, VOCATIONAL COUNSELING, OCCUPATIONAL GUIDANCE, DISADVANTAGED YOUTH, HANDICAPPED STUDENTS FY77, JULY 1, 1977 TO JUNE 30, 1978 5-77-C-13 *LP C, *L 1725, *SF 17766, *T 19491 117,133,134,108

984. IN770013 FINAL POTTS, RITCH V. CORRELATION OF LOCAL EMPLOYMENT NEEDS AND VOCATIONAL PROGRESS. INDIANA VOCATIONAL TECHNICAL COLLEGE, LAFAYETTE. MANPOWER NEEDS, NEEDS ASSESSMENT, VOCATIONAL EDUCATION, EDUCATIONAL PROGRAMS, EDUCATIONAL PLANNING FY77, JULY 1, 1977 TO JUNE 30, 1978 5-77-C-15 *LP C, *L 9960, *SF 15000, *T 24960 117,134,138,215

985. IN770014 FINAL A MODEL FOR THE EVALUATION OF VOCATIONAL TEACHER EDUCATION. INDIANA UNIVERSITY, BLOOMINGTON; PURDUE UNIVERSITY, WEST LAFAYETTE, INDIANA. VOCATIONAL EDUCATION, PRESERVICE EDUCATION, INSERVICE TEACHER EDUCATION, PROGRAM EVALUATION FY77, JULY 1, 1977 TO JUNE 30, 1978 5-77-C-16 *LP C, *SF 14979, *T 14979 117,134,217,234

986. IN770015 FINAL, ED160766 FIELDS, CHARLES, E.; DRUCKER, EUGENE H. DEVELOPMENT OF A REGIONAL MANPOWER INFORMATION SYSTEM. NEW ALBANY-FLOYD COUNTY CONSOLIDATED SCHOOL CORPORATION, NEW ALBANY, INDIANA. REGIONAL PLANNING, MANPOWER NEEDS, INFORMATION SYSTEMS, VOCATIONAL EDUCATION, PROGRAM DEVELOPMENT, EMPLOYMENT QUALIFICATIONS, EDUCATIONAL NEEDS,MANPOWER UTILIZATION FY77, JULY 1, 1977 TO JUNE 30, 1978 5-77-C-17 *LP C, *L 974, *SF 16600, *T 17574 217,215, 234

987. IN770016 FINAL CRAWFORD, THOMAS VOCATIONAL MODEL FOR HIGH SCHOOLS TO COMPLIMENT AREA VOCATIONAL OPPORTUNITIES. CHARLES A. BEARD MEMORIAL SCHOOL CORPORATION, KNIGHTSTOWN, INDIANA. VOCATIONAL EDUCATION, INSTRUCTIONAL PROGRAMS, INCOMES, EDUCATIONAL OPPORTUNITIES, COUNSELING FY77, JULY 1, 1977 TO JUNE 30, 1978 6-77-D-1 *LP D, *L 1063, *SF 5000, *T 6063 117,134

988. IN77CC17 FINAL MCGREW, DAVID; WYSONG, RICHARD M. AN INNOVATIVE APPROACH TO IDENTIFYING LOCAL EMPLOYMENT OPPORTUNITIES FOR STUDENTS. WAWASEE AREA VOCATIONAL COOPERATIVE AND LAKELAND COMMUNITY SCHOOL CORPORATION, SYRACUSE, INDIANA. EMPLOYMENT OPPORTUNITIES, EMPLOYERS, COUNSELOR TRAINING,INSERVICE EDUCATION, SCHOOL INDUSTRY RELATIONSHIP FY77, JULY 1, 1977 TO JUNE 30, 1978 6-77-D-2 *LP D, *SF 5000, *T 5000 117,134,115

989. IN77CC18 FINAL DRESSLAR, DAVID PROJECT CONCERN. METROPOLITAN SCHOOL DISTRICT OF LAWRENCE TOWNSHIP, INDIANAPOLIS, INDIANA. JOB PLACEMENT, VOCATIONAL FOLLOWUP FY77, JULY 1, 1977 TO JUNE 30, 1978 6-77-D-3 *LP D, *SF 3320, *T 3320 117,134,115

990. IN77CC19 FINAL HORN, MICHAEL, F. DEVELOPMENT OF A PLAN TO EXPAND PRESENT PLACEMENT SYSTEM. INDIANA VOCATIONAL TECHNICAL COLLEGE, GARY. JOB PLACEMENT, MANPOWER NEEDS, OCCUPATIONAL INFORMATION FY77, JULY 1, 1977 TO JUNE 30, 1978 *LP D, *L 2970, *SF 5000, *T 7970 117,134,215

991. IN770020 FINAL SAMPLE, GLEN; WELLS, JAMES' CREATION OF A JOB BANK. INDIANA VOCATIONAL TECHNICAL COLLEGE, SOUTH BEND. OCCUPATIONAL INFORMATION, EMPLOYMENT OPPORTUNITIES, JOB PLACEMENT, MANPOWER NEEDS FY77, JULY 1, 1977 TO JUNE 30, 1978 6-77-D-6 *LP D, *L 12945, *SF 5000 *T 17945 117,134,115

992. IN770021 FINAL ADAMS, WILLIAM INITIAL IMPLEMENTATION OF A JOB PLACEMENT PROGRAM. INDIANA VOCATIONAL TECHNICAL

COLLEGE, LAFAYETTE. JOB PLACEMENT, FOLLOWUP STUDIES FY77, JULY 1, 1977 TO JUNE 30, 1978 6-77-D-7 *LP D, *SF 5000, *T 5000 117,135,217,214

993. IN77CC22 FINAL EBERLY, GLEN IDENTIFYING LOCAL EMPLOYMENT POTENTIAL AND NEEDS. LAKE CENTRAL SCHOOL CORPORATION, ST. JOHN, INDIANA. EMPLOYMENT OPPORTUNITIES, MANPOWER NEEDS, JOB PLACEMENT FY77 JULY 1, 1977 TO JUNE 30, 1978 6-77-I-9 *LP D, *SF 3610, *T 3610 117,134,138,215

994. IN770023 FINAL ULLERY, J. WILLIAM CURRICULUM RESTRUCTURING, PHASE I. INDIANA VOCATIONAL TECHNICAL COLLEGE, INDIANAPOLIS. CURRICULUM DEVELOPMENT, INSTRUCTIONAL MATERIALS, CURRICULUM ENRICHMENT FY77, JULY 1, 1977 TO JUNE 30, 1978 6-77-D-10 *LP D, *SF 18750, *T 18750 117,135

995. IN770024 FINAL EIGEMAN, ELAINE; BROOKS, JOANN THE CONTINUATION AND EXPANSION OF A RESEARCH AND DEVELOPMENT INFORMATION SYSTEM. INDIANA UNIVERSITY, BLOOMINGTON. RESEARCH PROJECTS, INFORMATION DISSEMINATION, NEEDS ASSESSMENT, INFORMATION STORAGE, INFORMATION RETRIEVAL, NEWSLETTERS, VOCATIONAL EDUCATION, STATISTICAL SURVEYS VEIS, VOCATIONAL EDUCATION INFORMATION SERVICES, INDIANA FY77, OCTOBER 1, 1977 TO SEPTEMBER 30, 1978 82-77-III-124 *LP III,131,132,133, *L 27100, *SF 64220, *T 91320 120,134,135,136,138

996. IN77CC24 PROPOSAL WHITE, THOMAS R. THE CONTINUATION AND EXPANSION OF A RESEARCH AND DEVELOPMENT INFORMATION SYSTEM. INDIANA UNIVERSITY, BLOOMINGTON. RESEARCH PROJECTS, DEVELOPMENT, INFORMATION UTILIZATION, INFORMATION DISSEMINATION, INFORMATION STORAGE, INFORMATION RETRIEVAL, INFORMATION NEEDS, NEEDS ASSESSMENT INDIANA, VEIS, VOCATIONAL EDUCATION INFORMATION SERVICES FY77, OCTOBER 1, 1977 TO SEPTEMBER 30, 1978 82-77-III-124 *LP III,131,132,133, *L 27100, *SF 64220, *T 91320 134,135,138,136

997. IN770025 FINAL, ED171876 HEYERDAHL, LAWRENCE; AND OTHERS PROJECT IVTC, ECSC, IUPUI-COLUMBUS: THEIR MISSIONS, GOALS, RELATIONSHIPS, AND POTENTIAL FOR EXTENDED COOPERATION. BARTHOLOMEW CONSOLIDATED SCHOOL CORPORATION, COLUMBUS, INDIANA. EDUCATIONAL OBJECTIVES, INTERINSTITUTIONAL COOPERATION FY77, JULY 1, 1977 TO JUNE 30, 1978 37-77-I *LP D, *L 2600, *SF 8360, *T 10960

998. IN77CC26 FINAL CONTINUATION OF CAREER RESOURCE CENTER. INDIANA CAREER RESOURCE CENTER, SOUTH BEND. INSERVICE TEACHER EDUCATION, PROFESSIONAL CONTINUING EDUCATION, EDUCATIONAL RESOURCES, INSTRUCTIONAL MATERIALS FY77, JULY 1, 1977 TO JUNE 30, 1978 38-77-I-2 *LP D, *SF 20552, *T 20552 120,132,133,134,135,136,137,138

999. IN77CC27 FINAL CARVER, DAVID; AND OTHERS CAREERS RESOURCE PROJECT UTILIZING A MOBILE UNIT DESIGN. INDIANA VOCATIONAL TECHNICAL COLLEGE, EVANSVILLE. CAREER EDUCATION, VOCATIONAL EDUCATION, INSERVICE TEACHER EDUCATION, INSTRUCTIONAL MATERIALS, EDUCATIONAL RESOURCES, WORKSHOPS, OCCUPATIONAL INFORMATION FY77, JULY 1, 1977 TO JUNE 30, 1978 38-77-1028-1 *LP B 117,119,132,133,134,135,136,137,138

1000. IN77C028 FINAL WEST, B.B. VTECS COORDINATION, DEVELOPMENT OF TWO VTECS DOMAIN CATALOGS, AND DEVELOPMENT OF AN AGRIBUSINESS DOMAIN MATRIX. INDIANA STATE UNIVERSITY, TERRE HAUTE. VOCATIONAL EDUCATION, EDUCATIONAL COORDINATION, ARTICULATION (PROGRAM), CATALOGS, INSERVICE EDUCATION, PERFORMANCE CRITERIA, AGRIBUSINESS VTECS, VOCATIONAL TECHNICAL EDUCATION CONSORTIUM OF STATES FY77, JULY 1, 1977 TO JUNE 30, 1978 53-77-III-15 *LP III,131,135, *L 14065, *SF 100403, *T 114408 119,134

1001. IN770029 FINAL WHEATLEY, LAURENCE H. INVOLVEMENT OF STAFF: OPERATIONAL PLAN TO IMPLEMENT PERFORMANCE-BASED VOCATIONAL EDUCATION. SOUTH CENTRAL AREA VOCATIONAL SCHOOL, HARDINSBURG, INDIANA. PERFORMANCE BASED EDUCATION, VOCATIONAL EDUCATION, INSTRUCTIONAL MATERIALS, INSERVICE TEACHER EDUCATION, WORKSHOPS, TEACHING METHODS FY77, JULY 1, 1977 TO JUNE 30, 1978 60-77 *L 2450, *SF 13960, *T 14410 117,119,134

1002. IN770030 FINAL FIELDS, CHARLES E.; DRUCKER, EUGENE H. THE IMPLEMENTATION OF A REGIONAL PLANNING AND COMMUNICATIONS MODEL. NEW ALBANY-FLOYD COUNTY CONSOLIDATED SCHOOL CORPORATION, NEW ALBANY, INDIANA. VOCATIONAL EDUCATION, REGIONAL PLANNING, INTERSCHOOL COMMUNICATION FY77, JULY 1, 1977 TO JUNE 30, 1978 84-77-III-1 *LP III,131, *SF 25000, *T 25000 120, 134

1003. IN77C031 FINAL CUNNINGHAM, DAVIS PLAN FOR A MULTI-COUNTY VOCATIONAL EDUCATION COMMUNICATIONS CENTER. INDIANA VOCATIONAL TECHNICAL COLLEGE, EVANSVILLE. VOCATIONAL EDUCATION, INTERSCHOOL COMMUNICATION, INFORMATION CENTERS FY77, JULY 1, 1977 TO JUNE 30, 1978 86-77-III-1 *LP III,131, *L 11220, *SP 10000, *T 21220 115,117,120. 133.134.135

1004. IN770032 FINAL MOORE, BARBARA, A.; MOORE, GARY E. A MULTI-MEDIA APPROACH TO INCREASING COMMUNICATION OF VOCATIONAL EDUCATION IN INDIANA. PURDUE UNIVERSITY, WEST LAFAYETTE, INDIANA. VOCATIONAL EDUCATION, INTERSCHOOL COMMUNICATION, INFORMATION DISSEMINATION,SLIDES, MAGNETIC TAPE CASSETTES INDIANA FY77, JULY 1, 1977 TO JUNE 30, 1978 87-77-III-1 *LP III,131, *SP 13587, *T 13587 120,134

1005. IN770032 PRODUCT MOORE, BARBARA A.; MOORE, GARY E. HANDBOOK ON VOCATIONAL EDUCATION. PURDUE UNIVERSITY, WEST LAFAYETTE, INDIANA. DEPARTMENT OF EDUCATION. VOCATIONAL EDUCATION, STUDENT RECRUITMENT, CAREER AWARENESS, CAREER OPPORTUNITIES INDIANA FY77 87-77-III-1

1006. IN770033 FINAL, ED156863 LISACK, J.P. COMPARISONS OF THE CHARACTERISTICS AND PLANS OF INDIANA HIGH SCHOOL SENIORS BY RACE, AND BY TYPE PROGRAM ENROLLED IN. PURDUE UNIVERSITY, WEST LAFAYETTE, INDIANA. OFFICE OF MANPOWER STUDIES. CAREER PLANNING, COMPARATIVE ANALYSIS, EDUCATIONAL EXPERIENCE, RACE, SENIORS, STUDENT CHARACTERISTICS, COLLEGE PREPARATION, VOCATIONAL EDUCATION INDIANA FY77, JULY 1, 1977 TO JUNE 30, 1978 45-77-III-2 *LP III,132, *SP 3093.19, *T 3093.19 217,234

1007. IN77C033 PROPOSAL LISACK, J.F. COMPARISONS OF HIGH SCHOOL SENIORS ENROLLED IN VOCATIONAL BUSINESS AND COLLEGE PREP. PROGRAMS AND BY RACE. PURDUE UNIVERSITY, WEST LAFAYETTE, INDIANA. OFFICE OF MANPOWER STUDIES. SENIORS, SEX FAIRNESS, OCCUPATIONAL GUIDANCE, HIGH SCHOOL STUDENTS, COMPARATIVE ANALYSIS, VOCATIONAL EDUCATION, COLLEGE PREPARATION, RACIAL DIFFERENCES INDIANA FY77 45-77-III-2

1008. IN770034 FINAL SIMMONS, IVAN V. INDIANA CURRICULUM MATERIALS CENTER. INDIANA STATE UNIVERSTY, TERRE HAUTE. CURRICULUM, RESOURCE CENTERS, INSTRUCTIONAL MATERIALS, VOCATIONAL EDUCATION FY77, JULY 1, 1977 TO JUNE 30, 1978 54-77-III-3 *LP III, 133, *SP 2455, *T 2455 108,109,117,134,119

1009. IN77C035 FINAL, ED166549 DAUGHERTY, MARVIN; CARTER, MEREDITH L. ARTICULATION PROGRAM BETWEEN SECONDARY AND POSTSECONDARY INSTITUTIONS IN COMPUTER TECHNOLOGY. INDIANA VOCATIONAL TECHNICAL COLLEGE, INDIANAPOLIS. ARTICULATION (PROGRAM), COLLEGE HIGH SCHOOL COOPERATION, COMPUTER SCIENCE EDUCATION, DATA PROCESSING OCCUPATIONS, CURRICULUM DEVELOPMENT FY77, JULY 1, 1977 TO JUNE 30, 1978 55-77-II-3 *LP III,133, *L 13900, *L 14600, *T 28500 117,134,135,136,137

1010. IN770036 FINAL, ED169286 DAVIS, RODNEY E.; HUSTED, STEWART, W. DISTRIBUTIVE EDUCATION COMPETENCY-BASED CURRICULUM MODELS BY OCCUPATIONAL CLUSTERS. BALL STATE UNIVERSITY, MUNCIE, INDIANA. DISTRIBUTIVE EDUCATION, EDUCATIONAL OBJECTIVES, JOB SKILLS, CURRICULUM DEVELOPMENT, LEARNING ACTIVITIES, MARKETING OCCUPATIONAL CLUSTERS, PERFORMANCE BASED EDUCATION, OCCUPATIONAL CLUSTERS INDIANA FY77, JULY 1, 1977 TO JUNE 30, 1978 58-77-III-2 *LP III,132, *SP 22869, *T 22869 117,134

1011. IN770036 PROPOSAL DAVIS, RODNEY E.; HUSTED, STEWART W. DISTRIBUTIVE EDUCATION COMPETENCY-BASED CURRICULUM MODELS BY OCCUPATIONAL CLUSTERS. BALL STATE UNIVERSITY, MUNCIE, INDIANA. DISTRIBUTIVE EDUCATION, PERFORMANCE BASED EDUCATION, EDUCATIONAL OBJECTIVES, JOB SKILLS, CURRICULUM DEVELOPMENT, LEARNING ACTIVITIES, MARKETING OCCUPATIONAL CLUSTERS, OCCUPATIONAL CLUSTERS FY77 58-77-III-2

1012. IN77C037 FINAL MCCLOUD, CHRISTOPHER K. JOB PLACEMENT AND FOLLOW-UP. NEW CASTLE COMMUNITY SCHOOL CORPORATION, INDIANA. JOB PLACEMENT, VOCATIONAL FOLLOWUP, SCHOOL INDUSTRY RELATIONSHIP FY77, JULY 1, 1977 TO JUNE 30, 1978 78-77-III-2 *LP III,132, *L 3710, *SP 25948, *T 29658 117,134

1013. IN770038 FINAL SEMPA, RONALD I. CONTINUATION OF SECRETARIAL JOB TITLE ANALYSIS CURRICULUM DEVELOPMENT AND PILOT PROJECT. BARTHOLOMEW CONSOLIDATED SCHOOL CORPORATION, COLUMBUS, INDIANA. SECRETARIES, CURRICULUM DEVELOPMENT, STUDENT CENTERED CURRICULUM, PERFORMANCE BASED EDUCATION, JOB ANALYSIS, LEARNING MODULES FY77, JULY 1, 1977 TO

JUNE 30, 1978 59-77-III-23 *LP III,132,133, *L 3250, *SF 21240, *T 24490 117,134

1014. IN77CC39 FINAL SAEPLE, GLEN DEVELOPMENT AND IMPLEMENTATION OF A STUDENT JOB PLACEMENT AND FOLLOW-UP PLAN. INDIANA VOCATIONAL TECHNICAL COLLEGE, COLUMBUS. JOB PLACEMENT, VOCATIONAL FOLLOWUP FY77, JULY 1, 1977 TO JUNE 30, 1978 60-77-III-4 *LP III, 134, *L 4845, *SF 24131, *T 28976 117,115,134

1015. IN770040 FINAL HANKENHOFF, BEVERLY LOCAL OPERATIONAL PLAN FOR THE IMPLEMENTATION OF COMPETENCY-BASED CURRICULUM. NEW CASTLE COMMUNITY SCHOOL CORPORATION, INDIANA. PERFORMANCE BASED EDUCATION, VOCATIONAL EDUCATION, INSERVICE TEACHER EDUCATION FY77, JULY 1, 1977 TO JUNE 30, 1978 63-77-III-23 *LP III,132,133, *SF 29350, *T 29350 117,115,134,135

1016. IN77CC41 FINAL GOOD, ANSON INDIVIDUALIZED MULTI-ENTRY/EXIT APPROACH FOR AUTO BODY REPAIR TECHNOLOGY. INDIANA VOCATIONAL TECHNICAL COLLEGE, TERRE HAUTE. VOCATIONAL EDUCATION, AUTO BODY REPAIRMEN, JOB ANALYSIS, CRITERIA, INSTRUCTIONAL MATERIALS FY77, JULY 1, 1977 TO JUNE 30, 1978 64-77-III-23 *LP III,132,133, *L 30470, *SF 18000, *T 48470

1017. IN770042 FINAL GEISE, DAVID C. A JOB PLACEMENT CENTER FOR THE WALKER CAREER CENTER. WALKER CAREER CENTER, INDIANAPOLIS, INDIANA. JOB PLACEMENT, EMPLOYMENT OPPORTUNITIES FY77, JULY 1, 1977 TO JUNE 30, 1978 66-77-III-4 *LP III, 134, *L 4155, *SF 36753, *T 40948 117,134

1018. IN770043 FINAL BEYLER, MERLAND E.; DAVIS, R. JAMES IMPLEMENTING A NON-RETURNING STUDENT FOLLOW-UP. INDIANA VOCATIONAL TECHNICAL COLLEGE, FORT WAYNE. FOLLOWUP STUDIES, DROPOUTS, VOCATIONAL EDUCATION FY77, JULY 1, 1977 TO JUNE 30, 1978 68-77-III-4 *LP III, 134, *L 9908, *SF 10450, *T 20358 217,235

1019. IN770044 FINAL GREEN, JOHN; MONTGOMERY, JAMES DEVELOPMENT AND IMPLEMENTATION OF A STUDENT JOB PLACEMENT AND FOLLOW-UP PLAN. INDIANA VOCATIONAL TECHNICAL COLLEGE, COLUMBUS. JOB PLACEMENT, VOCATIONAL FOLLOWUP, COLLEGE HIGH SCHOOL COOPERATION FY77, JULY 1, 1977 TO JUNE 30, 1978 69-77-III-4 *LP III,134, *L 4845, *SF 24131, *T 28976 117,135

1020. IN770045 FINAL, ED164839 PARKER, DORIS S. FOLLOW UP STUDY: STUDENTS NOT COMPLETING DEGREE REQUIREMENTS. INDIANA VOCATIONAL TECHNICAL COLLEGE, INDIANAPOLIS. POST SECONDARY EDUCATION, FOLLOWUP STUDIES, DROPOUT CHARACTERISTICS,DROPOUT IDENTIFICATION, DROPOUT PREVENTION, DROPOUT RESEARCH, DATA ANALYSIS, SURVEYS FY77, JULY 1, 1977 TO JUNE 30, 1978 70-77-III-4 *LP III, 134, *L 6040, *SF 6,420, *T 12,460 117,135

1021. IN770046 FINAL HODGE, CAROL A.; EBBERTT, JOEL IMPLEMENTING A NON-RETURNING, NON-GRADUATING STUDENT FOLLOW-UP SYSTEM. INDIANA VOCATIONAL TECHNICAL COLLEGE, SELLERSBURG. DROPOUTS, FOLLOWUP STUDIES FY77, JULY 1, 1977 TO JUNE 30, 1978 71-77-III-4 *LP III, 134, *L 11020, *SF 7900, *T 18920 117,135

1022. IN770047 FINAL FUJIMURA, THOMAS M. CONTINUATION OF THE DEVELOPMENT OF A COMPREHENSIVE JOB BANK. INDIANA VOCATIONAL TECHNICAL COLLEGE, SOUTH BEND. OCCUPATIONAL INFORMATION, EMPLOYMENT OPPORTUNITIES, EMPLOYERS FY77, JULY 1, 1977 TO JUNE 30, 1978 72-77-III-4 *LP III, 134, 9290, *SF 83[illegible], *T 17660 117,135,115,133

1023. IN77CC48 FINAL GRAY, ROBERT DEVELOP AND IMPLEMENT A STUDENT JOB PLACEMENT AND FOLLOWUP PLAN. PORTER COUNTY CAREER EDUCATION COOPERATIVE, VALPARAISO, INDIANA. JOB PLACEMENT, FOLLOWUP STUDIES, VOCATIONAL FOLLOWUP, EMPLOYERS FY77, JULY 1, 1977 TO JUNE 30, 1978 73-77-III-4 *LP III, 134, *L 9925, *SF 14100, *T 24025 117,134,115

1024. IN770049 FINAL SHAVER, CARROLL G. MAINTAINING A JOB PLACEMENT SERVICE. INDIANA VOCATIONAL TECHNICAL COLLEGE, TERRE HAUTE. JOB PLACEMENT, VOCATIONAL EDUCATION, POSTSECONDARY EDUCATION, EMPLOYMENT OPPORTUNITIES, FOLLOWUP STUDIES, JOB SATISFACTION FY77, JULY 1, 1977 TO JUNE 30, 1978 74-77-III-4 *LP III, 134, *L 17950,*SF 19144, *T 37094 117,135,215

1025. IN770050 FINAL CANTELOPE, LEO J. ESTABLISHMENT OF FORMAL PLACEMENT OPERATION AND FOLLOW-UP ACTIVITY. INDIANA VOCATIONAL TECHNICAL COLLEGE, GARY. JOB PLACEMENT, VOCATIONAL FOLLOWUP, VOCATIONAL COUNSELING, COURSE CONTENT

FY77, JULY 1, 1977 TO JUNE 30, 1978 75-77-III-4 *LP III, 134, *SF 15300, *T 15300 117,135,215

1026. IN770051 FINAL, ED171877 ARNOLD, DON H.; WYSONG, RICHARD M. AN APPROACH TO IDENTIFYING LOCAL EMPLOYMENT OPPORTUNITIES FOR LOCAL HIGH SCHOOL GRADUATES. WAWASEE AREA VOCATIONAL COOPERATIVE AND LAKELAND COMMUNITY SCHOOL CORPORATION, SYRACUSE, INDIANA. JOB PLACEMENT, EMPLOYMENT OPPORTUNITIES, EMPLOYERS, COUNSELOR TRAINING, INSERVICE EDUCATION, VOCATIONAL FOLLOWUP FY77, JULY 1, 1977 TO JUNE 30, 1978 76-77-III-4 *LP III, 134, *L 1352.20, *SF 10052, *T 11404.20 117,134,215

1027. IN770052 FINAL HINSON, JAMES E.; STOTTARD, RICHARD E. IMPLEMENTATION OF A JOB PLACEMENT AND FOLLOW-UP SERVICE FOR AREA 37. CENTRAL NINE VOCATIONAL-TECHNICAL SCHOOL, GREENWOOD, INDIANA. JOB PLACEMENT, VOCATIONAL FOLLOWUP, INTERSCHOOL COMMUNICATION, REGIONAL PLANNING FY77, JULY 1, 1977 TO JUNE 30, 1978 77-77-III-4 *LP III, 134, *L 11232, *SF 15400, *T 26632 117,134, 215

1028. IN770053 FINAL HILL, CRYSANNE; SCHENCK, DANIEL L.; CUNNINGHAM, L. DAVIS A STUDENT TRACKING PROGRAM FOR POST SECONDARY VOCATIONAL TECHNICAL EDUCATION. INDIANA VOCATIONAL TECHNICAL COLLEGE, EVANSVILLE. FOLLOWUP STUDIES, VOCATIONAL EDUCATION, POST SECONDARY EDUCATION, COLLEGE GRADUATES, DROPOUTS FY77, JULY 1, 1977 TO JUNE 30, 1978 80-77-III-2 *LP III, 132, *L 9950, *SF 13510, *T 23460 117,135,217,235

1029. IN770054 FINAL OAKES, NANCY S. SLIDE/TAPE COMMUNICATION PRESENTATION FOR MADISON, GRANT, TIPTON COUNTIES. JOHN H. HINDS AREA VOCATIONAL SCHOOL, ELWOOD, INDIANA. VOCATIONAL EDUCATION, MAGNETIC TAPE CASSETTES, SLIDES, LECTURES, AUDIOVISUAL COMMUNICATION FY77, JULY 1, 1977 TO JUNE 30, 1978 85-77-III-1 *LP III, 131, *L 300, *SF 3187, *T 3487 117,134,133,132,115,120,116

1030. IN770055 FINAL JESSUP, ROGER ASSESSMENT AND PLANNING. PLANNING AREA SIX. MISSISSINEWA COMMUNITY SCHOOL CORPORATION, GAS CITY, INDIANA. STATEWIDE PLANNING, LOCAL PLANNING, VOCATIONAL EDUCATION, NEEDS ASSESSMENT,REGIONAL PLANNING FY77, JULY 1, 1977 TO JUNE 30, 1978 104-77-III-1 *LP III, 131, *L 4250, *SF 31030, *T 35280 120

1031. IN770056 FINAL FILLMON, RITA L. PERFORMANCE BASED INSTRUCTIONAL MATERIALS FOR DATA PROCESSING OCCUPATIONS. INDIANA UNIVERSITY NORTHWEST, GARY. PERFORMANCE BASED EDUCATION, INSTRUCTIONAL MATERIALS, DATA PROCESSING OCCUPATIONS, LEARNING MODULES FY77, JULY 1, 1977 TO JUNE 30, 1978 105-77-III-3 *LP III, 133 119,117,134,135,136

1032. IN770057 FINAL ANDRESS, GUY SPECIAL SERVICES COORDINATION FOR AREA SCHOOL (PHASE II). EVANSVILLE VANDERBURGH SCHOOL CORPORATION, EVANSVILLE, INDIANA. VOCATIONAL EDUCATION, STUDENT INTERESTS, SCHOOL SURVEYS, EMPLOYMENT NEEDS, JOB PLACEMENT, VOCATIONAL FOLLOWUP, VOCATIONAL COUNSELING, AREA VOCATIONAL SCHOOLS FY77, JULY 1, 1977 TO JUNE 30, 1978 106-77-III-1 *LP III, 131, *L 6625, *SF 23000, *T 29625 120,117,134

1033. IN770058 FINAL A COMPREHENSIVE MANAGEMENT MODEL FOR THE DEVELOPMENT, FIELDTESTING, AND IMPACT ASSESSMENT OF PBVE PROGRAMS. INDIANA UNIVERSITY-PURDUE UNIVERSITY, INDIANAPOLIS. VOCATIONAL EDUCATION, PERFORMANCE BASED EDUCATION, INSERVICE TEACHER EDUCATION FY77, JULY 1, 1977 TO JUNE 30, 1978 OCO-77-02-060 *L 29792, *T 29792 119120

1034. IN770059 FINAL NIEMINEN, JERROLD A.; RICHARDSON, WILLIAM C. DEVELOPMENT OF AN EMPLOYER FOLLOW-UP MODEL OF FORMER VOCATIONAL STUDENTS. PURDUE UNIVERSITY, WEST LAFAYETTE, INDIANA. VOCATIONAL FOLLOWUP, VOCATIONAL EDUCATION, EMPLOYERS, MODELS FY77, JULY 1, 1977 TO JUNE 30, 1978 65-77-III-4 *LP III, 134, *L 1250, *SF 12507, *T 13757 117,134,215

1035. IN770060 FINAL FARNSWORTH, CHARLES S.; SURBER, KENNETH W. VOCATIONAL PLACEMENT AND FOLLOW-UP PROJECT. FOUR COUNTY AREA VOCATIONAL COOPERATIVE, GARRETT, INDIANA. VOCATIONAL FOLLOWUP, JOB PLACEMENT FY77, JULY 1, 1977 TO JUNE 30, 1978 6-77-D-4 *LP D, *L 3300, *SF 10000, *T 13300 117,134

1036. IN770061 FINAL DUDLEY, GERALD O. INDIANA CAREER RESOURCE CENTER AND MOBILE TRAINING UNIT. ANNUAL REPORT: 1977-78. PENN-HARRIS-MADISON SCHOOL CORPORATION, OSCEOLA, INDIANA. FY77, JULY 1, 1977 TO JUNE 30, 1978 88-77-III-4 *LP

III, 134, *SF 115CCC, *T 115CCC 132,133,134,135,136,111,113,117,119

1037. IN770062 FINAL KIM, JIN EUN DIFFUSION OF THE COST-EFFECTIVENESS ANALYSIS SYSTEM FOR IMPROVING SECONDARY VOCATIONAL PROGRAM MANAGEMENT. A CONCEPTUAL FRAMEWORK AND A STATEWIDE CONFERENCE. FINAL REPORT. INDIANA UNIVERSITY, BLOOMINGTON. DEPARTMENT OF VOCATIONAL EDUCATION. COST EFFECTIVENESS, EDUCATIONAL CHANGE, INFORMATION DISSEMINATION, PROGRAM IMPROVEMENT, SYSTEMS DEVELOPMENT, VOCATIONAL EDUCATION INDIANA FY77, JULY 1, 1977 TO JUNE 30, 1978 6-77-C-12 *LP C, *L 5890, *SF 13,213, *T 19,103 111,211

1038. IN77CC62 PRODUCT, ED164936 KIM, JIN EUN DIFFUSION OF THE COST-EFFECTIVENESS ANALYSIS SYSTEM FOR IMPROVING SECONDARY VOCATIONAL PROGRAM MANAGEMENT. A CONCEPTUAL FRAMEWORK AND A STATEWIDE CONFERENCE. TECHNICAL REPORT. INDIANA UNIVERSITY, BLOOMINGTON. DEPARTMENT OF VOCATIONAL EDUCATION. COST EFFECTIVENESS, EDUCATIONAL CHANGE, INFORMATION DISSEMINATION, PROGRAM IMPROVEMENT, SYSTEMS DEVELOPMENT, VOCATIONAL EDUCATION INDIANA 1978 6-77-C-12

1039. IN77CC65 PROPOSAL KIM, JIN EUN IMPACTS OF VOCATIONAL EDUCATION RESEARCH AND DEVELOPMENT PRODUCTS IN INDIANA. INDIANA UNIVERSITY, BLOOMINGTON. SCHOOL OF EDUCATION. ACCEPTION (IDEAS), DEMONSTRATION PROGRAMS, DIFFUSION, EVALUATION, PROGRAM EVALUATION, RESEARCH PROJECTS INDIANA FY78, JULY 1, 1978 TO JUNE 30, 1979 90-77-III-1 *LP III, 131, *L 17,216, *SF 18,841, *T 36,057 134,135,235,236

1040. IN770066 FINAL ROBERTS, JOAN E. INTEGRATING FHA/HERO INTO THE CLASSROOM AND UTILIZING ADVISORY COMMITTEES. PURDUE UNIVERSITY, LAFAYETTE, INDIANA. ADVISORY COMMITTEES, YOUTH CLUBS, HOME ECONOMICS, CLASSROOM TECHNIQUES, INSERVICE TEACHER EDUCATION FUTURE HOMEMAKERS OF AMERICA/HOME ECONOMICS RELATED OCCUPATIONS, FHA/HERO FY77, JANUARY 1, 1977 TO DECEMBER 31, 1977 48-77-B *LP B 119

1041. IN77CC67 FINAL MACOWAN, JOHN AREA 10 VOCATIONAL DEVELOPMENT PROGRAM. FINAL REPORT. AREA 10 VOCATIONAL COOPERATIVE, MONTICELLO, INDIANA. STUDENT INTERESTS, VOCATIONAL INTERESTS, SURVEYS, PROGRAM DEVELOPMENT, REGIONAL COOPERATION, VOCATIONAL EDUCATION INDIANA FY77, JULY 1, 1977 TO JUNE 30, 1978 92-77-III-1 *LP III, 131, *SF 14,300, *T 14,300 102,105,106,131,132,134,211

1042. IN770067 PRODUCT MACOWAN, JOHN AREA 10 VOCATIONAL DEVELOPMENT PROGRAM. AREA 10 VOCATIONAL COOPERATIVE, MONTICELLO, INDIANA. STUDENT INTERESTS, VOCATIONAL INTERESTS, SURVEYS, PROGRAM DEVELOPMENT, REGIONAL COOPERATION, VOCATIONAL EDUCATION INDIANA 1977

1043. IN780001 PROPOSAL ANDERSON, G. WILLIAM MAINSTREAMING PROGRAM. BLACKFORD COUNTY SCHOOLS, HARTFORD CITY, INDIANA. BASIC SKILLS, COMPENSATORY EDUCATION PROGRAMS, EDUCATIONALLY DISADVANTAGED, INDIVIDUALIZED INSTRUCTION, LANGUAGE ARTS, LEARNING LABORATORIES, REMEDIAL READING FY78, JULY 1, 1978 TO JUNE 30, 1979 181-78-II *LP II, *LP IV, *L 3612, *SF 3612, *T 7224 102,117,131

1044. IN78CCC2 PROPOSAL GROSTEFON, DAN MAINSTREAMING PROGRAM. EL-TIP-WA AREA VOCATIONAL SCHOOL, LOGANSPORT, INDIANA. BASIC SKILLS, DAILY LIVING SKILLS, DISADVANTAGED YOUTH, HANDICAPPED STUDENTS, INDIVIDUALIZED INSTRUCTION, OCCUPATIONAL GUIDANCE, REMEDIAL INSTRUCTION, REMEDIAL PROGRAMS FY78, JULY 1, 1978 TO JUNE 30, 1979 123-78-II *LP II, *L 26620, *SF 30200, *T 56820 102,105,117,134

1045. IN78CCC3 PROPOSAL BROADBENT, JAMES H. MAINSTREAMING PROGRAM. ELKHART COMMUNITY SCHOOLS, ELKHART, INDIANA. BASIC SKILLS, COUNSELING SERVICES, DISADVANTAGED YOUTH, DROPOUT PREVENTION, INDIVIDUALIZED INSTRUCTION, OCCUPATIONAL GUIDANCE, MAINSTREAMING, TEACHER AIDES, TRAINING OBJECTIVES FY78, JULY 1, 1978 TO JUNE 30, 1979 202-78-II *LP II, *L 67295 *SF 67295, *T 134590 102,117,134

1046. IN780004 PROPOSAL WITTKAMPER, JOHN MAINSTREAMING PROGRAM. INDIANA SOLDIERS' AND SAILORS' CHILDREN'S HOME, KNIGHTSTOWN. JOB SKILLS, RESIDENTIAL SCHOOLS, TEACHER AIDES, TUTORS FY78, JULY 1, 1978 TO JUNE 30, 1979 190-78-II *LP II, *L 283019, *SF 20135, *T 303154 102,117,134

1047. IN78CCC5 PROPOSAL SPENCE, BILL MAINSTREAMING PROGRAM. VINCENNES UNIVERSITY, VINCENNES, INDIANA. EDUCATIONALLY DISADVANTAGED, OCCUPATIONAL GUIDANCE, READING IMPROVEMENT, STUDENT FINANCIAL AID, STUDENT RECRUITMENT, STUDY

SKILLS,TUTORIAL PROGRAMS,WELFARE RECIPIENTS FY78, JULY 1, 1978 TO JUNE 30, 1979 191-78-II *LP II,*L 49873,*SF 49873,*T 99746 102,117,135

1048. IN78CC06 PROPOSAL WYSONG, RICHARD E. MAINSTREAMING PROGRAM. LAKELAND COMMUNITY SCHOOL CORPORATION, SYRACUSE, INDIANA. BILINGUAL STUDENTS,CAREER AWARENESS, COMMUNICATION SKILLS,DISADVANTAGED YOUTH,HANDICAPPED STUDENTS,MAINSTREAMING,WORK ATTITUDES FY78, JULY 1, 1978 TO JUNE 30, 1979 122-78-II *LP II,*L 34919,*SF 31721,*T 66640 102,105,117,134

1049. IN780007 PROPOSAL KINCAID, MARVIN MAINSTREAMING PROGRAM. SCHOOL CITY OF EAST CHICAGO, EAST CHICAGO, INDIANA. CAREER AWARENESS, COMPENSATORY EDUCATION PROGRAMS,EDUCATIONALLY DISADVANTAGED,INDIVIDUALIZED INSTRUCTION,MAINSTREAMING,REMEDIAL MATHEMATICS,REMEDIAL READING FY78, JULY 1, 1978 TO JUNE 30, 1979 182-78-IV *LP IV,*L 86079,*SF 86000,*T 174079 102,117,134

1050. IN780008 PROPOSAL ADASKA, ANDREW M. MAINSTREAMING PROGRAM. SCHOOL CITY OF HAMMOND, HAMMOND, INDIANA. COMPENSATORY EDUCATION PROGRAMS,EDUCATIONALLY DISADVANTAGED,LANGUAGE SKILLS,MAINSTREAMING,REMEDIAL MATHEMATICS,REMEDIAL READING FY78, JULY 1, 1978 TO JUNE 30, 1979 186-78-IV *LP IV,*L 17350,*SF 17350,*T 34700 102,117,134

1051. IN780009 PROPOSAL BELEC, DONALD E. MAINSTREAMING PROGRAM. INDIANA VOCATIONAL TECHNICAL COLLEGE, GARY. ABILITY IDENTIFICATION,ACADEMIC APTITUDE,DISADVANTAGED YOUTH,EDUCATION SERVICE CENTERS,OCCUPATIONAL GUIDANCE,REMEDIAL INSTRUCTION,STUDENT NEEDS,VOCATIONAL APTITUDE FY78, JULY 1, 1978 TO JUNE 30, 1979 192-78-II *LP 128800,*SF 104672,*T 233472 102,117,135

1052. IN780010 PROPOSAL HAAS, WARREN F. MAINSTREAMING PROGRAM. INDIANA VOCATIONAL TECHNICAL COLLEGE, INDIANAPOLIS. ADJUSTMENT (TO ENVIRONMENT),AURALLY HANDICAPPED,BASIC SKILLS,CAREER EXPLORATION,JOB SKILLS,MENTALLY HANDICAPPED,PREVOCATIONAL EDUCATION,MAINSTREAMING FY78, JULY 1, 1978 TO JUNE 30, 1979 253-78-II *LP II,*L 44325,*SF 44125,*T 88450 105,117,135

1053. IN780011 PROPOSAL TARDY, BOB J. MAINSTREAMING PROGRAM. SOUTH MONTGOMERY SCHOOLS, NEW MARKET, INDIANA. EDUCABLE MENTALLY HANDICAPPED,JOB PLACEMENT,JOB SKILLS,MAINSTREAMING,REMEDIAL COURSES,WORK EXPERIENCE PROGRAMS FY78, JULY 1, 1978 TO JUNE 30, 1979 177-78-II *LP II,*L 8520,*SF 5680,*T 14200 105,117,134

1054. IN780012 PROPOSAL KIBBY, GERALD W. MAINSTREAMING PROGRAM. SOUTHEASTERN INDIANA VOCATIONAL SCHOOL, VERSAILLES. HANDICAPPED STUDENTS,JOB PLACEMENT,JOB SKILLS,MAINSTREAMING,SOCIAL DEVELOPMENT,TEACHER AIDES,TRAINING OBJECTIVES FY78, JULY 1, 1978 TO JUNE 30, 1979 166-78-II *LP II,*L 11050,*SF 11050,*T 22100 105,117,134

1055. IN780013 PROPOSAL MIDDLETON, DAVID COOPERATIVE EDUCATION PROGRAM. ANDERSON COMMUNITY SCHOOLS, ANDERSON, INDIANA. BASIC SKILLS,COOPERATIVE PROGRAMS,DISADVANTAGED YOUTH,HANDICAPPED STUDENTS,JOB SKILLS,SPECIAL PROGRAMS,WORK EXPERIENCE PROGRAMS FY78, JULY 1, 1978 TO JUNE 30, 1979 144-78-II *LP II,*L 12808,*SF 12375,*T 25178 102,105,117,134

1056. IN780014 PROPOSAL BROWN, H. ROSS COOPERATIVE EDUCATION PROGRAM. SOUTH CENTRAL VOCATIONAL SCHOOL, HARDINSBURG, INDIANA. COOPERATIVE PROGRAMS,DISADVANTAGED YOUTH,INTERPERSONAL COMPETENCE,JOB PLACEMENT,JOB SKILLS,VOCATIONAL FOLLOWUP,WORK EXPERIENCE PROGRAMS FY78, JULY 1, 1978 TO JUNE 30, 1979 178-78-IV *LP IV,*L 9512,*SF 9513,*T 19025 102,117,134

1057. IN780015 PROPOSAL EMHUFF, JOHN H. COOPERATIVE EDUCATION PROGRAM. MSD OF MOUNT VERNON, MOUNT VERNON, INDIANA. COOPERATIVE PROGRAMS,DISADVANTAGED YOUTH,HANDICAPPED STUDENTS,JOB SKILLS,OCCUPATIONAL GUIDANCE,SHELTERED WORKSHOPS,SOCIAL DEVELOPMENT,WORK EXPERIENCE PROGRAMS FY78, JULY 1, 1978 TO JUNE 30, 1979 146-78-II *LP II,*L 14840,*SF 13693,*T 28,533 102,105,117,134

1058. IN780016 PROPOSAL BRYAN, DON COOPERATIVE EDUCATION PROGRAM. NORTHWESTERN CONSOLIDATED SCHOOL DISTRICT, FAIRLAND, INDIANA. COOPERATIVE PROGRAMS,DISADVANTAGED YOUTH,HANDICAPPED STUDENTS,INTERPERSONAL COMPETENCE,OCCUPATIONAL

GUIDANCE,SOCIAL DEVELOPMENT,VOCATIONAL ADJUSTMENT,VOCATIONAL FOLLOWUP,WORK EXPERIENCE PROGRAMS FY78, JULY 1, 1978 TO JUNE 30, 1979 125-78-II *LE II,*L 25667,*SF 23757,*T 49424 102,105,117,134

1059. IN78CC17 PROPOSAL ECKIBBEY, BOBBRICK A. ISOLATED LAB PROGRAM. BENTON SCHOOL CORPORATION, FOWLER, INDIANA. DISADVANTAGED YOUTH,EDUCABLE MENTALLY HANDICAPPED,PREVOCATIONAL EDUCATION, REMEDIAL INSTRUCTION,SELF ESTEEM,SKILL DEVELOPMENT,SPECIAL CLASSES,WORK EXPERIENCE FY78, JULY 1, 1978 TO JUNE 30, 1979 137-78-II *LP II,*L 57246,*SF 55889,*T 113135 102,105,117,134

1060. IN78CC18 PROPOSAL MCCLURE, REBECCA S. ISOLATED LAB PROGRAM. LEBANON COMMUNITY SCHOOLS, LEBANON, INDIANA. CAREER AWARENESS,DECISION MAKING SKILLS,DROPOUT PREVENTION,EDUCATIONALLY DISADVANTAGED,POTENTIAL DROPOUTS,PREVOCATIONAL EDUCATION,TUTORING,WORK EXPERIENCE FY78, JULY 1, 1978 TO JUNE 30, 1979 203-78-II *LP II,*L 16057,*SF 16058,*T 32115 102,117,134

1061. IN78CC19 PROPOSAL GROSTEFON, DON ISOLATED LAB PROGRAM. LOGANSPORT COMMUNITY SCHOOL CORPORATION, LOGANSPORT, INDIANA. ADULT VOCATIONAL EDUCATION,ASSEMBLY (MANUFACTURING),EMOTIONALLY DISTURBED,FOOD SERVICE OCCUPATIONS,INSTITUTIONAL SCHOOLS FY78, JULY 1, 1978 TO JUNE 30, 1979 158-78-II *LP II,*L 37816,*SF 31817,*T 69633 105,121,138

1062. IN780020 PROPOSAL GROSTEFON, DON ISOLATED LAB PROGRAM. LOGANSPORT COMMUNITY SCHOOL CORPORTATION, LOGANSPORT, INDIANA. ASSEMBLY (MANUFACTURING),EMOTIONALLY DISTURBED,INDIVIDUAL INSTRUCTION,INSTITUTIONAL SCHOOLS,TRADE AND INDUSTRIAL EDUCATION,VOCATIONAL EDUCATION FY78, JULY 1, 1978 TO JUNE 30, 1979 159-78-II *LE II,*L 20424,*SF 16711,*T 37135 105,117,134

1063. IN780021 PROPOSAL GROSTEFON, DON ISOLATED LAB PROGRAM. LOGANSPORT COMMUNITY SCHOOL CORPORATION, LOGANSPORT, INDIANA. BASIC SKILLS,EDUCABLE MENTALLY HANDICAPPED,HANDICAPPED STUDENTS,JOB SKILLS,PREVOCATIONAL EDUCATION,REMEDIAL INSTRUCTION,SPECIAL PROGRAMS,WORK EXPERIENCE PROGRAMS FY78, JULY 1, 1978 TO JUNE 30, 1979 173-78-II *LP II,*L 57111,*SF 46727,*T 103838 105,117,134

1064. IN780022 PROPOSAL HATFIELD, NEWTON ISOLATED LAB PROGRAM. GREATER CLARK COUNTY SCHOOL CORPORATION, JEFFERSONVILLE, INDIANA. CONSUMER EDUCATION,DAILY LIVING SKILLS,EDUCATIONALLY DISADVANTAGED,FAMILY LIFE EDUCATION,HOME ECONOMICS EDUCATION,SOCIAL MATURITY,SPECIAL CLASSES FY78, JULY 1, 1978 TO JUNE 30, 1979 187-78-IV *LP IV,*L 18825,*SF 18825,*T 37650 102,117,134

1065. IN78CC23 PROPOSAL HUTTON, ROBERT ISOLATED LAB PROGRAM. SALEM COMMUNITY SCHOOLS, SALEMVILLE, INDIANA. ECONOMICALLY DISADVANTAGED,GRAPHIC ARTS,JOB SKILLS,PRINTING,VOCATIONAL ADJUSTMENT FY78, JULY 1, 1978 TO JUNE 30, 1979 188-78-II *LP II,*L 2850,*SF 2850,*T 5700 102,117,134

1066. IN780024 PROPOSAL VITELLO, A.A. ISOLATED LAB PROGRAM. MARION COMMUNITY SCHOOLS, MARION, INDIANA. DISADVANTAGED YOUTH,FIELD TRIPS,HANDICAPPED STUDENTS,OCCUPATIONAL INFORMATION,PREVOCATIONAL EDUCATION,SPECIAL CLASSES,OCCUPATIONAL GUIDANCE,WORK ATTITUDES FY78, JULY 1, 1978 TO JUNE 30, 1979 197-78-II *LP II,*L 5873,*SF 5677,*T 11550 102,105,117,134

1067. IN78CC25 PROPOSAL COX, HENRY ISOLATED LAB PROGRAM. DANVILLE COMMUNITY SCHOOLS, DANVILLE, INDIANA. ABILITY IDENTIFICATION,DISADVANTAGED YOUTH,HANDICAPPED YOUTH,HANDICAPPED STUDENTS,MAINSTREAMING,SPECIAL PROGRAMS,WORK EXPERIENCE FY78, JULY 1, 1978 TO JUNE 30, 1979 255-78-II *LE II,*L 8773,*SF 7178,*T 15951 102,105,117,134

1068. IN78CC26 PROPOSAL CRAWFORD, THOMAS R. ISOLATED LAB PROGRAM. CHARLES A. BEARD MEMORIAL SCHOOL CORPORTATION, KNIGHTSTOWN, INDIANA. CAREER CHOICE,DISADVANTAGED YOUTH,EDUCATIONALLY DISADVANTAGED,HABIT FORMATION,HANDICAPPED STUDENTS,JOB SKILLS,OCCUPATIONAL CLUSTERS,SPECIAL CLASSES FY78, JULY 1, 1978 TO JUNE 30, 1979 153-78-II *LP II,*L 9598,*SF 9464,*T 19062 102,105,117,134

1069. IN78CC27 PROPOSAL WEHMEIER, ROBERTA ISOLATED LAB PROGRAM. KOKOMO-CENTER TOWNSHIP CONSOLIDATED SCHOOL CORPORATION, KOKOMO, INDIANA. EDUCABLE MENTALLY HANDICAPPED,HABIT FORMATION,JOB SKILLS,SOCIAL MATURITY,WORK EXPERIENCE FY78,

JULY 1, 1978 TO JUNE 30, 1979 156-78-II *LP II,*L 13338,*SP 13339,*T 26677 105,117,134

1070. IN780028 PROPOSAL HERVEY, CAROL ISOLATED LAB PROGRAM. SPECIAL SERVICES, JOHNSON COUNTY SCHOOLS, FRANKLIN, INDIANA. COMMUNICATION SKILLS,DAILY LIVING SKILLS,EDUCABLE MENTALLY HANDICAPPED,JOB SEARCH METHODS,MONEY MANAGEMENT,SPECIAL SCHOOLS,WORK EXPERIENCE FY78, JULY 1, 1978 TO JUNE 30, 1979 161-78-II *LP II,*L 11354,*SP 9289,*T 20643 105,117,134

1071. IN780029 PROPOSAL WOOD, DAVID ISOLATED LAB PROGRAM. NORTHWEST INDIANA SPECIAL EDUCATION COOP., CROWN POINT, INDIANA. CAREER AWARENESS,DAILY LIVING SKILLS,INTERPERSONAL COMPETENCE,JOB SKILLS,MENTALLY HANDICAPPED,PHYSICALLY HANDICAPPED,PREVOCATIONAL EDUCATION,SPECIAL SCHOOLS,WORK EXPERIENCE FY78, JULY 1, 1978 TO JUNE 30, 1979 165-78-II *LP II,*L 125712,*SP 63808,*T 209520 105,117,134

1072. IN780030 PROPOSAL MIDDLETON, DAVID ISOLATED LAB PROGRAM. ANDERSON COMMUNITY SCHOOLS, ANDERSON, INDIANA. COOPERATIVE EDUCATION,EDUCATIONALLY DISADVANTAGED,HANDICAPPED STUDENTS,JOB SKILLS,MAINSTREAMING,SPECIAL CLASSES,WORK ATTITUDES FY78, JULY 1, 1978 TO JUNE 30, 1979 184-78-II *LP II,*L 16884,*SP 16884,*T 33768 102,117,134

1073. IN780031 PROPOSAL BALDRIDGE, PAUL ISOLATED LAB PROGRAM. INDIANA SCHOOL FOR THE DEAF, INDIANAPOLIS, INDIANA. DEAF,JOB SKILLS,PRODUCTION TECHNIQUES,SPECIAL SCHOOLS,TELECOMMUNICATION,VOCATIONAL GUIDANCE FY78, JULY 1, 1978 TO JUNE 30, 1979 220-78-II *LP II,*L 294560,*SP 77783,*T 372343 105,117,134

1074. IN780032 PROPOSAL SELMAN, THOMAS R. ISOLATED LAB PROGRAM. GOODWILL INDUSTRIES, INDIANAPOLIS, INDIANA. HABIT FORMATION,HANDICAPPED STUDENTS,JOB PLACEMENT,JOB SKILLS,OFFICE OCCUPATIONS EDUCATION,SPECIAL SCHOOLS,VOCATIONAL FOLLOWUP FY78, JULY 1, 1978 TO JUNE 30, 1979 256-78-II *LP II,*L 12243,*SP 8227,*T 20470 105,117,134

1075. IN780033 PROPOSAL BROWN, LACYE ISOLATED LAB PROGRAM. MONROE COUNTY COMMUNITY SCHOOL CORPORATION, BLOOMINGTON, INDIANA. COMMUNICATION SKILLS,DAILY LIVING SKILLS,INDIVIDUALIZED INSTRUCTION,JOB SKILLS,SKILL DEVELOPMENT,SPECIAL SCHOOLS,TRAINABLE MENTALLY HANDICAPPED FY78, JULY 1, 1978 TO JUNE 30, 1979 163-78-II *LP II,*L 37224,*SP 30456,*T 67680 105,117,134,138

1076. IN780034 PROPOSAL PARLOW, ROBERT ISOLATED LAB PROGRAM. RANDOLPH CENTRAL SCHOOL CORPORATION, WINCHESTER, INDIANA. HANDICAPPED STUDENTS,JOB SKILLS,PREVOCATIONAL EDUCATION,SELF CONCEPT,SPECIAL CLASSES,VOCATIONAL GUIDANCE,WORK EXPERIENCE FY78, JULY 1, 1978 TO JUNE 30, 1979 160-78-II *LP II,*L 13695,*SP 11205,*T 24900 105,117,134

1077. IN780035 PROPOSAL WAITHER, STEVEN ISOLATED LAB PROGRAM. MSD WABASH, WHITE'S INSTITUTE, WABASH, INDIANA. AUTO MECHANICS,DISADVANTAGED YOUTH,INSTITUTIONAL SCHOOLS,WORK ATTITUDES FY78, JULY 1, 1978 TO JUNE 30, 1979 200-78-II *LP II,*L 8213,*SP 8213,*T 16426 102,117,134

1078. IN780036 PROPOSAL SCHULTZ, LOWELL L. ISOLATED LAB PROGRAM. MSD BLUFFTON HARRISON, BLUFFTON, INDIANA. DAILY LIVING SKILLS,HOME MANAGEMENT,SELF HELP PROGRAMS,SPECIAL SCHOOLS,TRAINABLE MENTALLY HANDICAPPED FY78, JULY 1, 1978 TO JUNE 30, 1979 172-78-II *LP II,*L 7130,*SP 5835,*T 12965 105,117,134

1079. IN780037 PROPOSAL THOMPSON, MEREDITH L. MAINSTREAMING,COOPERATIVE EDUCATION,AND ISOLATED LAB PROGRAM. BARTHOLOMEW CONSOLIDATED SCHOOL CORPORATION, COLUMBUS, INDIANA. ADULT VOCATIONAL EDUCATION,COOPERATIVE EDUCATION,CURRICULUM DEVELOPMENT,DISADVANTAGED YOUTH,HANDICAPPED STUDENTS,PREVOCATIONAL EDUCATION,REMEDIAL INSTRUCTION,RESOURCE MATERIALS,SKILL DEVELOPMENT,VIDEO TAPE RECORDINGS FY78, JULY 1, 1978 TO JUNE 30, 1979 131-78-II *LP II,*L 143539,*SP 139856,*T 283395 102,105,111,134,138

1080. IN780038 PROPOSAL SATTERLEE, DALE L. MAINSTREAMING, COOPERATIVE EDUCATION, AND ISOLATED LAB PROGRAM. DECATUR COUNTY COMMUNITY SCHOOLS, GREENSBURG, INDIANA. COMPENSATORY EDUCATION PROGRAMS,DROPOUT PREVENTION,EDUCATIONALLY DISADVANTAGED,ON THE JOB TRAINING,MAINSTREAMING,VOCATIONAL GUIDANCE,WORK EXPERIENCE PROGRAMS FY78, JULY 1, 1978 TO JUNE 30, 1979 180-78-II *LP II,*L 14055,*SP 14055,*T 28110 102,117,134

1081. IN780039 PROPOSAL FARNSWORTH, CHARLES S. MAINSTREAMING, COOPERATIVE EDUCATION, AND ISOLATED LAB PROGRAM. FOUR COUNTY AREA VOCATIONAL COOPERATIVE, GARRET, INDIANA. BLIND,CAREER EXPLORATION,DAILY LIVING SKILLS,HANDICAPPED STUDENTS,JOB PLACEMENT,JOB SKILLS,MENTALLY HANDICAPPED,ON THE JOB TRAINING,MAINSTREAMING,VOCATIONAL FOLLOWUP FY78, JULY 1, 1978 TO JUNE 30, 1979 170-78-II *LP II,*L 158424,*SF 193629,*T 352053 105,117,134

1082. IN780040 PROPOSAL FARNSWORTH, CHARLES S. MAINSTREAMING, COOPERATIVE EDUCATION, AND ISOLATED LAB PROGRAM. FOUR COUNTY AREA VOCATIONAL COOPERATIVE, GARRET, INDIANA. COMPENSATORY EDUCATION PROGRAMS,EDUCATIONALLY DISADVANTAGED,PREVOCATIONAL EDUCATION,MAINSTREAMING,REMEDIAL READING,SELF ESTEEM,VOCATIONAL GUIDANCE FY78, JULY 1, 1978 TO JUNE 30, 1979 169-78-II *LP II,*L 124929,*SF 124929,*T 249857 102,117,134

1083. IN780041 PROPOSAL BROADBENT, JAMES H. MAINSTREAMING, COOPERATIVE EDUCATION, AND ISOLATED LAB PROGRAM. ELKHART COMMUNITY SCHOOLS, ELKHART, INDIANA. COOPERATIVE PROGRAMS,EDUCABLE MENTALLY HANDICAPPED,JOB SKILLS,OCCUPATIONAL INFORMATION,PREVOCATIONAL EDUCATION,SELF CONCEPT,WORK ATTITUDES FY78, JULY 1, 1978 TO JUNE 30, 1979 157-78-II *LP II,*L 9523E*SF 11638,*T 21161 105,117,134

1084. IN780042 PROPOSAL HOFFMAN, ROBERT MAINSTREAMING, COOPERATIVE EDUCATION, AND ISOLATED LAB PROGRAM. CONNERSVILLE AREA VOCATIONAL SCHOOL, CONNERSVILLE, INDIANA. CONSUMER EDUCATION,COOPERATIVE PROGRAMS,COORDINATORS,EDUCABLE MENTALLY HANDICAPPED,HANDICAPPED STUDENTS,INSTRUCTIONAL MATERIALS,JOB PLACEMENT FY78, JULY 1, 1978 TO JUNE 30, 1979 174-78-II *LP II,*L 20819,*SF 20820,*T 41639 105,117,134

1085. IN780043 PROPOSAL FIELDS, CHARLES E. MAINSTREAMING, COOPERATIVE EDUCATION, AND ISOLATED LAB PROGRAM. NEW ALBANY-FLOYD COUNTY SCHOOL CORPORATION, NEW ALBANY, INDIANA. COOPERATIVE EDUCATION,DISADVANTAGED YOUTH,DROPOUT PREVENTION,HANDICAPPED STUDENTS,OCCUPATIONAL GUIDANCE,PREVOCATIONAL EDUCATION,MAINSTREAMING,REMEDIAL INSTRUCTION,SPECIAL CLASSES FY78, JULY 1, 1978 TO JUNE 30, 1979 142-78-IV *LP IV,*L 142497,*SF 142497,*T 284994 102,105,117,134

1086. IN780044 PROPOSAL SEVILLE, CHARLES F. MAINSTREAMING,COOPERATIVE EDUCATION, AND ISOLATED LAB PROGRAM. SEYMOUR SCHOOL CORPORATION, SEYMOUR,INDIANA. EDUCABLE MENTALLY HANDICAPPED,OCCUPATIONAL GUIDANCE,STUDENT TRANSPORTATION ,VOCATIONAL ADJUSTMENT,WORK ATTITUDES,WORK EXPERIENCE PROGRAMS FY78, JULY 1, 1978 TO JUNE 30, 1979 154-78-II *LP II,*L 4539,*SF 3714,*T 8253 105,117,134

1087. IN780045 PROPOSAL LAIBER, JIM MAINSTREAMING, COOPERATIVE EDUCATION, AND ISOLATED LAB PROGRAM. WARSAW COMMUNITY SCHOOL CORPORATION, WARSAW, INDIANA. CAREER AWARENESS,COOPERATIVE EDUCATION,DISADVANTAGED YOUTH,HANDICAPPED STUDENTS,MAINSTREAMING,SPECIAL CLASSES,VOCATIONAL APTITUDE,WORK EXPERIENCE FY78, JULY 1, 1978 TO JUNE 30, 1979 124-78-II *LP II,*L 45579,*SF 34950,*T 80529 102,105,117,134

1088. IN780046 PROPOSAL BLACK, GERALD MAINSTREAMING, COOPERATIVE EDUCATION, AND ISOLATED LAB PROGRAM. MSD OF WASHINGTON TOWNSHIP, INDIANAPOLIS, INDIANA. ABILITY IDENTIFICATION,CURRICULUM DEVELOPMENT,DISADVANTAGED YOUTH,HANDICAPPED STUDENTS,INSERVICE TEACHER EDUCATION,PREVOCATIONAL EDUCATION,MAINSTREAMING,REMEDIAL INSTRUCTION FY78, JULY 1, 1978 TO JUNE 30, 1979 133-78-II *LP II,*L 52250,*SF 50000,*T 102250 102,105,117,134

1089. IN780047 PROPOSAL LONGSHORE, JACK MAINSTREAMING,COOPERATIVE EDUCATION, AND ISOLATED LAB PROGRAM. INDIANAPOLIS PUBLIC SCHOOLS, INDIANAPOLIS, INDIANA. CAREER EXPLORATION,DISADVANTAGED YOUTH,HANDICAPPED STUDENTS,JOB PLACEMENT,JOB SKILLS,MAINSTREAMING,REMEDIAL INSTRUCTION,SPECIAL CLASSES,WORK EXPERIENCE PROGRAMS FY78, JULY 1, 1978 TO JUNE 30, 1979 143-78-IV *LP IV,*L 120966,*SF 120967,*T 241933 102,105,117,134

1090. IN780048 PROPOSAL DRESSLER, DAVE MAINSTREAMING,COOPERATIVE EDUCATION, AND ISOLATED LAB PROGRAM. MSD OF LAWRENCE TOWNSHIP, INDIANAPOLIS, INDIANA. CAREER AWARENESS,COOPERATIVE PROGRAMS,DISADVANTAGED YOUTH,HANDICAPPED STUDENTS,OCCUPATIONAL GUIDANCE,PREVOCATIONAL EDUCATION,MAINSTREAMING,SPECIAL CLASSES,WORK EXPERIENCE PROGRAMS FY78, JULY 1, 1978 TO JUNE 30, 1979 148-78-II *LP II,*L 112735,*SF 106382,*T 219117 102,105,117,134

1091. IN780049 PROPOSAL SCHRADER, PATRICK J. MAINSTREAMING,COOPERATIVE EDUCATION, AND ISOLATED LAB PROGRAM. MSD OF PERRY TOWNSHIP, INDIANAPOLIS, INDIANA. COOPERATIVE PROGRAMS,EDUCABLE MENTALLY HANDICAPPED,JOB SKILLS,PREVOCATIONAL

EDUCATION,MAINSTREAMING,SELF ESTEEM,SPECIAL CLASSES,WORK ATTITUDES,WORK EXPERIENCE FY78, JULY 1, 1978 TO JUNE 30, 1979 156-78-II *LP II,*L 26543,*SF 21717,*T 48260 105,117,134

1092. IN780050 PROPOSAL POWELL, LEWIS MAINSTREAMING,COOPERATIVE EDUCATION, AND ISOLATED LAB PROGRAM. SOUTH BEND COMMUNITY SCHOOL CORPORATION, SOUTH BEND, INDIANA. COOPERATIVE EDUCATION,EDUCATIONALLY DISADVANTAGED,HANDICAPPED STUDENTS,PREVOCATIONAL EDUCATION,MAINSTREAMING,SPECIAL CLASSES,WORK EXPERIENCE PROGRAMS FY78, JULY 1, 1978 TO JUNE 30, 1979 130-78-II *LP II,*L 192114,*SF 167605,*T 359719 102,105,117,134

1093. IN780051 PROPOSAL COFER, MARVIN L. MAINSTREAMING,COOPERATIVE EDUCATION, AND ISOLATED LAB PROGRAM. BLUE RIVER VOCATIONAL TECHNICAL CENTER, SHELBYVILLE, INDIANA. CAREER AWARENESS,COOPERATIVE EDUCATION,DISADVANTAGED YOUTH,HANDICAPPED STUDENTS,OCCUPATIONAL GUIDANCE,MAINSTREAMING,REMEDIAL INSTRUCTION,SPECIAL CLASSES,WORK EXPERIENCE FY78, JULY 1, 1978 TO JUNE 30, 1979 126-78-II *LP II,*L 88549,*SF 85077,*T 173625 102,117,134

1094. IN780052 PROPOSAL THOMPSON, JAMES MAINSTREAMING,COOPERATIVE EDUCATION, AND ISOLATED LAB PROGRAM. LAFAYETTE SCHOOL CORPORATION, LAFAYETTE, INDIANA. HANDICAPPED STUDENTS,JOB TRAINING,OCCUPATIONAL GUIDANCE,PREVOCATIONAL EDUCATION,MAINSTREAMING,STUDENT TESTING,VOCATIONAL APTITUDE,WORK EXPERIENCE FY78, JULY 1, 1978 TO JUNE 30, 1979 155-78-II *LP II,*L 23313,*SF 19075,*T 42388 105,117,134

1095. IN780053 PROPOSAL WHITE, JEWITT L MAINSTREAMING AND COOPERATIVE EDUCATION PROGRAM. GARY COMMUNITY SCHOOL CORPORATION, GARY, INDIANA. COMPENSATORY EDUCATION PROGRAMS,COOPERATIVE EDUCATION,DROPOUT PREVENTION,HANDICAPPED STUDENTS,POTENTIAL DROPOUTS,PREVOCATIONAL EDUCATION,MAINSTREAMING ,REMEDIAL INSTRUCTION,VOCATIONAL GUIDANCE FY78, JULY 1, 1978 TO JUNE 30, 1979 132-78-II AND IV *LP II,*LP IV,*L 114206,*SF 114207,*T 228413 102,105,117,134

1096. IN780054 PROPOSAL APPLE, JACK W. MAINSTREAMING AND COOPERATIVE EDUCATION PROGRAM. MICHIGAN CITY AREA SCHOOLS, MICHIGAN CITY, INDIANA. COOPERATIVE EDUCATION,EDUCATIONALLY DISADVANTAGED,JOB PLACEMENT,MENTALLY HANDICAPPED,MAINSTREAMING,REMEDIAL INSTRUCTION,SHELTERED WORKSHOPS,SPECIAL CLASSES,VOCATIONAL FOLLOWUP FY78, JULY 1, 1978 TO JUNE 30, 1979 139-78-IV *LP IV,*L 15835,*SF 15835,*T 31670 102,105,117,134

109[illegible]. IN780055 PROPOSAL GEISE, DAVID MAINSTREAMING AND COOPERATIVE EDUCATION PROGRAM. WALKER CAREER CENTER, INDIANAPOLIS, INDIANA. CAREER EXPLORATION,COOPERATIVE EDUCATION,EDUCATIONALLY DISADVANTAGED,HABIT FORMATION,POTENTIAL DROPOUTS,MAINSTREAMING,REMEDIAL INSTRUCTION FY78, JULY 1, 1978 TO JUNE 30, 1979 129-78-IV *LP IV,*L 49064,*SF 49065,*T 98129 102,105,117,134

1098. IN780056 PROPOSAL COX, LEE COOPERATIVE EDUCATION AND ISOLATED LAB PROGRAM. NORTHWEST ALLEN COUNTY SCHOOLS, WAYNE, INDIANA. COOPERATIVE EDUCATION,DISADVANTAGED YOUTH,HANDICAPPED STUDENTS,PRACTICUMS,SKILL DEVELOPMENT,SPECIAL PROGRAMS,[illegible] EXPERIENCE FY78, JULY 1, 1978 TO JUNE 30, 1979 120-78-II *LP II,*L 11410,*SF 10240,*T 21650 102,[illegible],117,134

1099. IN780057 PROPOSAL HOLT, ROBERT E. COOPERATIVE EDUCATION AND ISOLATED LAB PROGRAM. EAST ALLEN COUNTY SCHOOLS, NEW HAVEN, INDIANA. EDUCABLE MENTALLY HANDICAPPED, JOB SKILLS,SOCIAL DEVELOPMENT,SPECIAL PROGRAMS,VOCATIONAL ADJUSTMENT,WORK ATTITUDES,WORK EXPERIENCE FY78, JULY 1, 1978 TO JUNE 30, 1979 194-78-II *LP II,*L 10261,*SF 8396,*T 18657 105,117,134

1100. IN780058 PROPOSAL HATFIELD, NEWTON COOPERATIVE EDUCATION AND ISOLATED LAB PROGRAM. GREATER CLARK COUNTY SCHOOL CORPORATION, JEFFERSONVILLE, INDIANA. CAREER AWARENESS,COOPERATIVE EDUCATION,EDUCATIONALLY DISADVANTAGED,HANDICAPPED STUDENTS,PREVOCATIONAL EDUCATION,REMEDIAL INSTRUCTION,SPECIAL CLASSES,WORK EXPERIENCE FY78, JULY 1, 1978 TO JUNE 30, 1979 135-78-IV *LP IV,*L 30500,*SF 30500,*T 61000 102,105,117,134

1101. IN780059 PROPOSAL STARK, JACK COOPERATIVE EDUCATION AND ISOLATED LAB PROGRAM. CLAY COMMUNITY SCHOOLS, KNIGHTSVILLE, INDIANA. CAREER AWARENESS,COOPERATIVE EDUCATION,HANDICAPPED STUDENTS,INTERPERSONAL COMPETENCE,PREVOCATIONAL EDUCATION,REMEDIAL INSTRUCTION,WORK ATTITUDES FY78, JULY 1, 1978 TO JUNE 30, 1979 171-78-II *LP II,*L 4367,*SF 3573,*T 7940 105,117,134

1102. IN780C60 PROPOSAL FORD, ALBERT C. COOPERATIVE EDUCATION AND ISOLATED LAB PROGRAM. LAWRENCEBURG COMMUNITY SCHOOLS, LAWRENCEBURG, INDIANA. CAREER EXPLORATION,COOPERATIVE EDUCATION,EDUCABLE MENTALLY HANDICAPPED,EDUCATIONALLY DISADVANTAGED,REMEDIAL INSTRUCTION,SPECIAL PROGRAMS,WORK ATTITUDES,WORK EXPERIENCE FY78, JULY 1, 1978 TO JUNE 30, 1979 119-78-IV *LP IV,*L 17787,*SP 17788,*T 35575 102,105,117,134

1103. IN780C61 PROPOSAL HIGGINS, ROBERT COOPERATIVE EDUCATION AND ISOLATED LAB PROGRAM. GREENSBURG COMMUNITY SCHOOLS, GREENSBURG, INDIANA. CAREER EXPLORATION,COOPERATIVE EDUCATION,DISADVANTAGED YOUTH,INDIVIDUALIZED INSTRUCTION,MAINSTREAMING,REMEDIAL INSTRUCTION,SPECIAL CLASSES,TEACHER AIDES,WORK EXPERIENCE FY78, JULY 1, 1978 TO JUNE 30, 1979 254-78-II *LP II,*L 18100,*SP 17000,*T 35100 102,105,117,134

1104. IN780062 PROPOSAL MELSHEIMER, JOAN COOPERATIVE EDUCATION AND ISOLATED LAB PROGRAM. EXCEPTIONAL CHILDREN'S COOPERATIVE, JASPER, INDIANA. BUILDING TRADES,CAREER AWARENESS,COOPERATIVE EDUCATION,DISADVANTAGED YOUTH,HANDICAPPED STUDENTS,JOB SKILLS,WORK EXPERIENCE FY78, JULY 1, 1978 TO JUNE 30, 1979 138-78-II *LP II,*L 44097,*SP 42367,*T 86464 102,105,117,134

1105. IN780C63 PROPOSAL MELSHEIMER, JOAN COOPERATIVE EDUCATION AND ISOLATED LAB PROGRAM. EXCEPTIONAL CHILDREN'S COOPERATIVE, JASPER, INDIANA. CAREER AWARENESS,COOPERATIVE EDUCATION,EDUCABLE MENTALLY HANDICAPPED,JOB SKILLS,PREVOCATIONAL EDUCATION,SPECIAL CLASSES,WORK EXPERIENCE PROGRAMS FY78, JULY 1, 1978 TO JUNE 30, 1979 167-78-II *LP II,*L 18804,*SP 12536,*T 31340 105,117,134

1106. IN780064 PROPOSAL OWEN, JAMES H. COOPERATIVE EDUCATION AND ISOLATED LAB PROGRAM. PLAINFIELD JR.-SR. HIGH SCHOOL, PLAINFIELD, INDIANA. CAREER EXPLORATION,DISADVANTAGED YOUTH,FIELD TRIPS,POTENTIAL DROPOUTS,REMEDIAL INSTRUCTION,SPECIAL CLASSES,WORK EXPERIENCE FY78, JULY 1, 1978 TO JUNE 30, 1979 185-78-II *LP II,*L 7668,*SP 7668,*T 15335 102,117,134

1107. IN780C65 PROPOSAL HARKENHOFF, BEVERLY COOPERATIVE EDUCATION AND ISOLATED LAB PROGRAM. NEW CASTLE COMMUNITY SCHOOL CORPORATION, NEW CASTLE, INDIANA. CAREER EXPLORATION,DISADVANTAGED YOUTH,HANDICAPPED STUDENTS,OCCUPATIONAL CLUSTERS,SPECIAL CLASSES,SUMMER PROGRAMS,WORK EXPERIENCE FY78, JULY 1, 1978 TO JUNE 30, 1979 152-78-IV *LP IV,*L 22092,*SP 22093,*T 44185 102,105,117,134

1108. IN780066 PROPOSAL SCHMIDT, BELLA COOPERATIVE EDUCATION AND ISOLATED LAB PROGRAM. BLUE RIVER VALLEY SCHOOLS, NEW CASTLE, INDIANA. CAREER AWARENESS,DROPOUT PREVENTION,EDUCATIONALLY DISADVANTAGED,HOSPITALS,ROLE MODELS,RURAL YOUTH,SELF CONCEPT,SPECIAL CLASSES,WORK EXPERIENCE FY78, JULY 1, 1978 TO JUNE 30, 1979 201-78-II *LP II,*L 36343,*SP 36343,*T 72686 102,117,134

1109. IN780067 PROPOSAL KRUZAN, WILLIAM COOPERATIVE EDUCATION AND ISOLATED LAB PROGRAM. HUNTINGTON COUNTY COMMUNITY SCHOOL CORPORATION, HUNTINGTON, INDIANA. CAREER AWARENESS,COOPERATIVE EDUCATION,EDUCATIONAL ALTERNATIVES,HANDICAPPED STUDENTS,JOB SKILLS,SELF CONCEPT,SOCIAL DEVELOPMENT,SPECIAL CLASSES FY78, JULY 1, 1978 TO JUNE 30, 1979 175-78-II *LP II,*L 8732,*SP 5822,*T 14554 105,117,134

1110. IN780068 PROPOSAL JOLINK, DICK COOPERATIVE EDUCATION AND ISOLATED LAB PROGRAM. KANKAKEE VALLEY SCHOOLS, WHEATFIELD, INDIANA. CAREER EXPLORATION,COOPERATIVE EDUCATION,DISADVANTAGED YOUTH,HANDICAPPED STUDENTS,JOB SATISFACTION,PARENT PARTICIPATION,PREVOCATIONAL EDUCATION,SELF ESTEEM,WORK EXPERIENCE FY78, JULY 1, 1978 TO JUNE 30, 1979 145-78-II *LP II,*L 9603,*SP 8397,*T 18000 102,105,117,134

1111. IN780C69 PROPOSAL HAGERS, TANYA COOPERATIVE EDUCATION AND ISOLATED LAB PROGRAM. JAY SCHOOL CORPORATION, PORTLAND, INDIANA. BASIC SKILLS,COORDINATION,DAILY LIVING SKILLS,MENTALLY HANDICAPPED,PREVOCATIONAL EDUCATION,MAINSTREAMING,SPECIAL CLASSES,SPECIAL EDUCATION,VOCATIONAL EDUCATION FY78, JULY 1, 1978 TO JUNE 30, 1979 169-78-II *LP II,*L 14266,*SP 11673,*T 25939 105,117,134

1112. IN780C7C PROPOSAL ADASKA, ANDREW COOPERATIVE EDUCATION AND LAB PROGRAM. SCHOOL CITY OF HAMMOND, HAMMOND, INDIANA. BASIC SKILLS,COOPERATIVE EDUCATION,DAILY LIVING SKILLS,EDUCABLE MENTALLY HANDICAPPED,HABIT FORMATION,JOB SKILLS,SPECIAL CLASSES,WORK EXPERIENCE FY78, JULY 1, 1978 TO JUNE 30, 1979 164-78-II *LP II,*L 26057,*SP

28058,*T 56115 105,117,134

1113. IN780071 PROPOSAL FORTES, MARVIN E. COOPERATIVE EDUCATION AND ISOLATED LAB PROGRAM. WEST LAKE SPECIAL EDUCATION COOPERATIVE, MUNSTER, INDIANA. CAREER AWARENESS,DAILY LIVING SKILLS,EDUCABLE MENTALLY HANDICAPPED,PREVOCATIONAL EDUCATION,SPECIAL CLASSES,WORK EXPERIENCE FY78, JULY 1, 1978 TO JUNE 30, 1979 168-78-II *LP II,*L 7597,*SP 5065,*T 12662 105,117,134

1114. IN780072 PROPOSAL PIPER, DON COOPERATIVE EDUCATION AND ISOLATED LAB PROGRAM. NORTH LAWRENCE COMMUNITY SCHOOLS, BEDFORD, INDIANA. BASIC SKILLS,COOPERATIVE EDUCATION,DISADVANTAGED YOUTH,EDUCABLE MENTALLY HANDICAPPED,JOB SKILLS,SPECIAL CLASSES,WORK EXPERIENCE FY78, JULY 1, 1978 TO JUNE 30, 1979 179-78-IV *LP IV,*L 7832,*SP 7833,*T 15665 102,105,117,134

1115. IN780073 PROPOSAL SMITH, JANICE COOPERATIVE EDUCATION AND ISOLATED LAB PROGRAM. DEPARTMENT OF CORRECTION, INDIANAPOLIS, INDIANA. CORRECTIONAL EDUCATION,DISADVANTAGED YOUTH,INSTITUTIONAL SCHOOLS,JOB PLACEMENT,VOCATIONAL EDUCATION FY78, JULY 1, 1978 TO JUNE 30, 1979 193-78-II & IV *LP II,*LP IV,*L 1092104,*SP 407132,*T 1499236 102,121,134,135,138

1116. IN780074 PROPOSAL HOILENBAUGH, J.H. COOPERATIVE EDUCATION AND ISOLATED LAB PROGRAM. JOINT EDUCATIONAL SERVICES IN SPECIAL EDUCATION, PLYMOUTH, INDIANA. BASIC SKILLS,CAREER AWARENESS,COOPERATIVE EDUCATION,COORDINATION,DISADVANTAGED YOUTH,HANDICAPPED STUDENTS,PREVOCATIONAL EDUCATION,SPECIAL EDUCATION,WORK EXPERIENCE FY78, JULY 1, 1978 TO JUNE 30, 1979 141-78-II *LP II,*L 131463,*SP 11987,*T 243450 102,105,117,134

1117. IN780075 PROPOSAL LANGFORD, STATIA COOPERATIVE EDUCATION AND ISOLATED LAB PROGRAM. OAK HILL UNITED SCHOOL CORPORATION, CONVERSE, INDIANA. DISADVANTAGED YOUTH,HANDICAPPED STUDENTS,SPECIAL PROGRAMS,WORK EXPERIENCE FY78, JULY 1, 1978 TO JUNE 30, 1979 150-78-II *LP II,*L 14131,*SP 10703,*T 24834 102,105,117,134

1118. IN780076 PROPOSAL BROWN, LLOYD COOPERATIVE EDUCATION AND ISOLATED LAB PROGRAM. MONROE COUNTY SCHOOL CORPORATION, BLOOMINGTON, INDIANA. CAREER EXPLORATION,DISADVANTAGED YOUTH,DROPOUT PREVENTION,JOB SKILLS,PREVOCATIONAL EDUCATION,SELF CONCEPT,SPECIAL CLASSES,WORK EXPERIENCE FY78, JULY 1, 1978 TO JUNE 30, 1979 183-78-II *LP II,*L 39584,*SP 39585,*T 79169 102,117,134

1119. IN780077 PROPOSAL MILLER, JOHN P. COOPERATIVE EDUCATION AND ISOLATED LAB PROGRAM. CRAWFORDSVILLE COMMUNITY SCHOOLS, CRAWFORDSVILLE, INDIANA. ABILITY IDENTIFICATION,COOPERATIVE EDUCATION,EDUCABLE MENTALLY HANDICAPPED,EDUCATIONALLY DISADVANTAGED,PREVOCATIONAL EDUCATION,REMEDIAL INSTRUCTION,SPECIAL CLASSES,WORK EXPERIENCE FY78, JULY 1, 1978 TO JUNE 30, 1979 147-78-II *LP II,*L 26728,*SP 21869,*T 48597 102,105,117,134

1120. IN780078 PROPOSAL HARDIN, J.I. COOPERATIVE EDUCATION AND ISOLATED LAB PROGRAM. MSD OF MARTINSVILLE, MARTINSVILLE, INDIANA. BASIC SKILLS,CAREER AWARENESS,EDUCATIONALLY DISADVANTAGED,JOB PLACEMENT,JOB TRAINING,REMEDIAL INSTRUCTION,SPECIAL EDUCATION,WORK ATTITUDES,WORK EXPERIENCE FY78, JULY 1, 1978 TO JUNE 30, 1979 140-78-II *LP II,*L 30500,*SP 27000,*T 57500 102,117,134

1121. IN780079 PROPOSAL KEENER, JERRY L. COOPERATIVE EDUCATION AND ISOLATED LAB PROGRAM. SPENCER/OWEN COMMUNITY SCHOOL CORPORATION, SPENCER, INDIANA. BASIC SKILLS,COOPERATIVE EDUCATION,COORDINATION,DROPOUT PREVENTION,EDUCABLE MENTALLY HANDICAPPED,PREVOCATIONAL EDUCATION,REMEDIAL INSTRUCTION,SPECIAL CLASSES FY78, JULY 1, 1978 TO JUNE 30, 1979 162-78-II *LP II,*L 17496,*SP 17496,*T 34992 105,117,134

1122. IN780080 PROPOSAL HEWLETT, H. STEPHEN COOPERATIVE EDUCATION AND ISOLATED LAB PROGRAM. PORTER COUNTY CAREER EDUCATION COOP, VALPARAISO, INDIANA. CAREER AWARENESS,COOPERATIVE EDUCATION,DISADVANTAGED YOUTH,HANDICAPPED YOUTH,PREVOCATIONAL EDUCATION,MAINSTREAMING,WORK ATTITUDES FY78, JULY 1, 1978 TO JUNE 30, 1979 136-78-II *LP II,*L 118136,*SP 112309,*T 230445 102,105,117,134

1123. IN780081 PROPOSAL SHOTTS, JOHN COOPERATIVE EDUCATION AND ISOLATED LAB PROGRAM. SCHOOL CITY OF MISHAWAKA,

MISHAWAKA, INDIANA. CAREER EXPLORATION,DAILY LIVING SKILLS,EDUCABLE MENTALLY HANDICAPPED,JOB PLACEMENT,OCCUPATIONAL GUIDANCE,PREVOCATIONAL EDUCATION,SPECIAL PROGRAMS,VOCATIONAL ADJUSTMENT,WORK EXPERIENCE FY78, JULY 1, 1978 TO JUNE 30, 1979 198-78-II *LP II,*L 6050,*SF 4950,*T 11000 105,117,134

1124. IN78CC82 PROPOSAL PURPHY, RONALD COOPERATIVE EDUCATION AND ISOLATED LAB PROGRAM. SCOTT COUNTY SCHOOL DISTRICT 2, SCOTTSBURG, INDIANA. COOPERATIVE EDUCATION,EDUCATIONALLY DISADVANTAGED,HANDICAPPED STUDENTS,PREVOCATIONAL EDUCATION,MAINSTREAMING,SPECIAL CLASSES,WORK EXPERIENCE FY78, JULY 1, 1978 TO JUNE 30, 1979 199-78-II *LP II,*L 9381,*SF 9269,*T 18650 102,105,117,134

1125. IN78CC83 PROPOSAL CLERK, JOHN COOPERATIVE EDUCATION AND ISOLATED LAB PROGRAM. EVANSVILLE-VANDERBURGH SCHOOL CORPORATION, EVANSVILLE, INDIANA. COOPERATIVE EDUCATION,EDUCATIONALLY DISADVANTAGED,MENTALLY HANDICAPPED,PREVOCATIONAL EDUCATION,SPECIAL CLASSES,VOCATIONAL ADJUSTMENT,WORK ATTITUDES,WORK EXPERIENCE FY78, JULY 1, 1978 TO JUNE 30, 1979 149-78-II *LP II,*L 72928,*SF 70772,*T 143700 102,105,117,134

1126. IN78CC84 PROPOSAL TURNER, HOWARD COOPERATIVE EDUCATION AND ISOLATED LAB PROGRAM. VIGO COUNTY SCHOOL CORPORATION, TERRE HAUTE, INDIANA. COOPERATIVE EDUCATION,PREVOCATIONAL EDUCATION,REMEDIAL INSTRUCTION,SKILL DEVELOPMENT,SPECIAL CLASSES,TRAINABLE MENTALLY HANDICAPPED,VOCATIONAL ADJUSTMENT FY78, JULY 1, 1978 TO JUNE 30, 1979 127-78-II *LP II,*L 30943,*SF 27806,*T 58749 102,105,117,134

1127. IN78CC85 PROPOSAL MORRISON, F.C. COOPERATIVE EDUCATION AND ISOLATED LAB PROGRAM. UPPER WABASH VOCATIONAL SCHOOL, WABASH, INDIANA. DISADVANTAGED YOUTH,EDUCABLE MENTALLY HANDICAPPED,OCCUPATIONAL GUIDANCE,PREVOCATIONAL EDUCATION,SELF ESTEEM,SKILL DEVELOPMENT,SPECIAL CLASSES,WORK EXPERIENCE FY78, JULY 1, 1978 TO JUNE 30, 1979 121-78-II *LP II,*L 54206,*SF 48654,*T 102862 102,105,117,134

1128. IN78CC86 PROPOSAL KRUZAN, WILLIAM COOPERATIVE EDUCATION AND ISOLATED LAB PROGRAM. COLUMBIA CITY JOINT HIGH SCHOOL, COLUMBIA CITY, INDIANA. COOPERATIVE EDUCATION,HABIT FORMATION,HANDICAPPED STUDENTS,JOB SKILLS,OCCUPATIONAL GUIDANCE,PREVOCATIONAL EDUCATION,SELF CONCEPT,SPECIAL EDUCATION,WORK EXPERIENCE FY78, JULY 1, 1978 TO JUNE 30, 1979 176-78-II *LP II,*L 6247,*SF 5111,*T 11358 105,117,134

1129. IN78CC87 PROPOSAL MARTIN, WILLIAM E. MAINSTREAMING AND ISOLATED LAB PROGRAM. FORT WAYNE COMMUNITY SCHOOLS, FORT WAYNE, INDIANA. CAREER EXPLORATION,DISADVANTAGED YOUTH,HANDICAPPED STUDENTS,OCCUPATIONAL CLUSTERS,REMEDIAL INSTRUCTION,SELF CONCEPT,SPECIAL CLASSES,SUMMER PROGRAMS FY78, JULY 1, 1978 TO JUNE 30, 1979 151-78-IV *LP IV,*L 50204,*SF 50204,*T 100408 102,105,117,134

1130. IN78CC88 PROPOSAL CODR, MARVIN MAINSTREAMING AND ISOLATED LAB PROGRAM. CARMEL CLAY SCHOOLS, CARMEL, INDIANA. ABILITY IDENTIFICATION,CAREER EXPLORATION,HANDICAPPED STUDENTS,MAINSTREAMING,REMEDIAL INSTRUCTION,RESOURCE CENTERS,RESOURCE TEACHERS,WORK EXPERIENCE FY78, JULY 1, 1978 TO JUNE 30, 1979 195-78-II *LP II,*L 77438,*SF 51625,*T 129063 105,117,134

1131. IN78CC89 PROPOSAL HIXSON, JAMES MAINSTREAMING AND ISOLATED LAB PROGRAM. CENTRAL NINE VOCATIONAL-TECHNICAL SCHOOL, GREENWOOD, INDIANA. COMMUNICATION SKILLS,CUSTODIAN TRAINING,DISADVANTAGED YOUTH,MENTALLY HANDICAPPED,ORNAMENTAL HORTICULTURE,MAINSTREAMING,REMEDIAL INSTRUCTION,SPECIAL CLASSES,TEACHER AIDES FY78, JULY 1, 1978 TO JUNE 30, 1979 134-78-II *LP II,*L 34279,*SF 33601,*T 67880 102,105,117,134

1132. IN78CC90 PROPOSAL HOKE, RON MAINSTREAMING AND ISOLATED LAB PROGRAM. MSD OF WAYNE TOWNSHIP, INDIANAPOLIS, INDIANA. ADULT VOCATIONAL EDUCATION,CAREER EXPLORATION,DISADVANTAGED YOUTH,HANDICAPPED STUDENTS,PREVOCATIONAL EDUCATION,MAINSTREAMING,SKILL DEVELOPMENT,WORK EXPERIENCE FY78, JULY 1, 1978 TO JUNE 30, 1979 128-78-II & IV *LP II,*LP IV,*L 223593,*SF 223595,*T 447188 102,105,117,134

1133. IN78CC91 PROPOSAL DONICA, MABLE B. LIMITED ENGLISH SPEAKING ABILITY PROGRAM. INDIANA VOCATIONAL TECHNICAL COLLEGE, FORT WAYNE, INDIANA. COMMUNITY INVOLVEMENT,LANGUAGE HANDICAPS,PUBLICIZE,SPANISH SPEAKING,STUDENT RECRUITMENT,VOCATIONAL EDUCATION FY78, JULY 1, 1978 TO JUNE 30, 1979 258-78-II *LP II,*L 31314,*SF 30056,*T 61370 101,112,134,135,136,201,212,234,235,238

1134. IN780092 PROPOSAL LONGSHORE, JACK LIMITED ENGLISH SPEAKING ABILITY PROGRAM. INDIANAPOLIS PUBLIC SCHOOLS, INDIANAPOLIS, INDIANA. ABILITY IDENTIFICATION,ENGLISH FOR SPECIAL PURPOSES,LANGUAGE HANDICAPS,NON ENGLISH SPEAKING,OCCUPATIONAL GUIDANCE,STUDENT RECRUITMENT,VOCATIONAL EDUCATION FY78, JULY 1, 1978 TO JUNE 30, 1979 257-78-II *LP II,*L 8079,*SF 8079,*T 16158 101,117,134

1135. IN780093 FINAL CARNAHAN, JOYCE AI[illegible] FEASIBILITY STUDY; VOCATIONAL AREAS THIRTY-NINE AND FORTY-THREE. SOUTH KNOX SCHOOL CORPORATION, ENOCH CITY, INDIANA. VOCATIONAL EDUCATION, FEASIBILITY STUDIES, AREA VOCATIONAL SCHOOLS, EDUCATIONAL NEEDS, MANPOWER NEEDS, PROGRAM EVALUATION FY78, JULY 1, 1978 TO JUNE 30, 1979 44-78-III-1 *LP III, 131, *L 15000, *SF 20000, *T 35000 217,233,234,220,212,215,216

1136. IN780094 FINAL VANDERHOFF, MARGILL INSERVICE PROGRAM FOR CONSUMER AND HOMEMAKING TEACHERS. INDIANA UNIVERSITY, BLOOMINGTON. INSTRUCTIONAL MATERIALS, INSERVICE TEACHER EDUCATION, FOLLOWUP STUDIES, CONSUMER EDUCATION, HOMEMAKING TEACHERS, HOMEMAKING EDUCATION, INSTRUCTIONAL IMPROVEMENT, TEACHER WORKSHOPS FY78, JULY 1, 1978 TO JUNE 30, 1979 219-78-V-(IP) *LP V, *SF 10,000, *T 10,000 102,105,134,136,138,211,219

1137. IN780095 FINAL ARNOLD, DON H.; WYSONG, RICHARD E. A SYSTEM FOR PLACEMENT AND FOLLOW-UP IN A SMALL COMMUNITY. WAWASSEE AREA VOCATIONAL COOPERATIVE AND LAKELAND COMMUNITY SCHOOL CORPORATION, SYRACUSE, INDIANA. JOB PLACEMENT, VOCATIONAL FOLLOWUP FY78, JULY 1, 1978 TO JUNE 30, 1979 64-78-III-4 *LP III, 134, *9423, *SF 51276, *T 60699 117,134

1138. IN780096 FINAL JONES, E. K. REPORT ON COUNSELORS' WORKSHOP IN BUSINESS, LABOR, INDUSTRY AND GOVERNMENT EMPLOYMENT. UPPER WABASH VOCATIONAL SCHOOL, WABASH, INDIANA. WORKSHOPS, COUNSELOR TRAINING, INSERVICE EDUCATION FY78, JULY 1, 1978 TO JUNE 30, 1979 66-78-III-5 *LP III, 135, *L 21572, *SF 13078, *T 34650 113,134

1139. IN780097 FINAL GARRISON, THOMAS ANALYSIS OF COGNITIVE AND INTEREST FACTORS IN VOCATIONAL SUCCESS. METROPOLITAN SCHOOL DISTRICT OF WAYNE TOWNSHIP, INDIANAPOLIS, INDIANA. VOCATIONAL EDUCATION, PERFORMANCE TESTS, PERFORMANCE CRITERIA, VOCATIONAL DEVELOPMENT FY78, JULY 1, 1978 TO JUNE 30, 1979 69-78-III-1 *LP III, 131, *SF 19960, *T 19960 217,202,203,234

1140. IN780098 FINAL, ED173555 LISACK, J. P. VOCATIONAL TRAINING PROGRAMS AND SUPPORT SERVICES NECESSARY TO MEET NEEDS OF DISPLACED HOMEMAKERS AND OTHER SPECIAL GROUPS. PURDUE UNIVERSITY, WEST LAFAYETTE, INDIANA. VOCATIONAL EDUCATION, EDUCATIONAL PROGRAMS, STATEWIDE PLANNING, DAY CARE PROGRAMS, DAY CARE SERVICES, WOMENS EDUCATION, NEEDS ASSESSMENT FY78, JULY 1, 1978 TO JUNE 30, 1979 86-78-II-DS *LP II, *SF 25000, *T 25000 117,138,134,135

1141. IN780098 PROPOSAL LISACK, J. P. TRAINING PROGRAMS AND SUPPORT SERVICES NECESSARY TO MEET THE NEEDS OF DISPLACED HOMEMAKERS AND OTHER SPECIAL GROUPS. PURDUE UNIVERSITY, WEST LAFAYETTE, INDIANA. VOCATIONAL EDUCATION, EDUCATIONAL PROGRAMS, STATEWIDE PLANNING, DAY CARE PROGRAMS, DAY CARE SERVICES, WOMENS EDUCATION, NEEDS ASSESSMENT FY78, MARCH 1, 1978 TO FEBRUARY 28, 1979 86-78-II-DS *LP II, *SF 25000, *T 25000 117,138,134,135

1142. IN780099 FINAL IDENTIFICATION OF NEW AND EMERGING OCCUPATIONS IN INDIANA. NEW EDUCATIONAL DIRECTIONS, INC., CRAWFORDSVILLE, INDIANA. MANPOWER NEEDS, VOCATIONAL EDUCATION, STATEWIDE PLANNING FY78, JULY 1, 1978 TO JUNE 30, 1979 90-78-III-5 *LP III, 135 215

1143. IN780100 FINAL FIELDS, CHARLES E. DEVELOPMENT AND IMPLEMENTATION OF A STUDENT PERSONNEL SERVICES DEMONSTRATION MODEL. NEW ALBANY-FLOYD COUNTY CONSOLIDATED SCHOOL CORPORATION, NEW ALBANY, INDIANA. AREA VOCATIONAL SCHOOLS, STUDENT PERSONNEL SERVICES, MODELS FY78, JULY 1, 1978 TO JUNE 30, 1979 45-78-III-45 *LP III, 134, 135, *L 14089, *SF 60457, *T 74546 117,120,134,135

1144. IN780101 FINAL WILHELM, WARREN; BILGER, PHYLLIS A PLAN FOR THE DEVELOPMENT AND IMPLEMENTATION OF A PERFORMANCE-BASED STUDENT TRAINING PROGRAM IN HEALTH OCCUPATIONS. INDIANA UNIVERSITY-PURDUE UNIVERSITY, FORT WAYNE, INDIANA. HEALTH OCCUPATIONS EDUCATION, PERFORMANCE BASED EDUCATION, INSERVICE TEACHER EDUCATION, PERFORMANCE CRITERIA FY77, FY78, JULY 1, 1978 TO JUNE 30, 1979 88-78-III-35, 67-77-III-23 *LP III, 132,133,135, 117,134,135,136,137,138,120,212,215

1145. IN780101 PROPOSAL BILGER, PHYLLIS J. A PLAN FOR THE DEVELOPMENT AND IMPLEMENTATION OF A PERFORMANCE BASED STUDENT TRAINING PROGRAM IN HEALTH OCCUPATIONS. GARRETT-KEYSER-BUTLER COMMUNITY SCHOOL DISTRICT, GARRETT, INDIANA. PERFORMANCE BASED EDUCATION, HEALTH OCCUPATIONS EDUCATION, INSERVICE TEACHER EDUCATION FY78, JULY 1, 1978 TO JUNE 30, 1979 88-78-III-35 *LP III, 133, 135, *L 3360, *SP 31239.89, *T 34599.89 117,138,134.135

1146. IN78010C2 FINAL ZERENER, JANE EXPANDING UTILIZATION OF COMMUNITY RESOURCES FOR VOCATIONAL STUDENTS: A MULTI-FACETED APPROACH. MONROE COUNTY COMMUNITY SCHOOL CORPORATION, BLOOMINGTON, INDIANA. CAREER OPPORTUNITIES, CAREER PLANNING, COMMUNITY RESOURCES, SCHOOL COMMUNITY RELATIONSHIP, VOCATIONAL COUNSELING, INSERVICE EDUCATION, COUNSELOR TRAINING FY78, JULY 1, 1978 TO JUNE 30, 1979 63-78-III-4 *LP III, 134, *L 6063, *SP 4858, *T 11921 117,134,113

1147. IN790001 PROPOSAL SELBY, DONALD P. LIMITED ENGLISH SPEAKING ABILITY PROGRAM. PROVIDING VOCATIONAL TRAINING TO NON-ENGLISH SPEAKING PEOPLE. INDIANA VOCATIONAL TECHNICAL COLLEGE, GARY, INDIANA. DIAGNOSTIC TESTS,ENGLISH FOR SPECIAL PURPOSES,ENGLISH (SECOND LANGUAGE),LANGUAGE HANDICAPS,LANGUAGE LABORATORIES,NON ENGLISH SPEAKING,MAINSTREAMING,TUTORING,VOCATIONAL EDUCATION FY79, JULY 1, 1979 TO JUNE 30, 1980 1-79-III *LP III,*L 25755,*SP 25295,*T 51050 101,117,135

1148. IN800001 PROPOSAL ROWE, JOANNE S. INDIANA CONSUMER AND HOMEMAKING EDUCATION CURRICULUM PROJECT. INDIANA STATE UNIVERSITY, TERRE HAUTE. CONSUMER EDUCATION, HOMEMAKING EDUCATION, CURRICULUM DEVELOPMENT, JOB ANALYSIS, FOODS INSTRUCTION, NUTRITION INSTRUCTION, CHILD CARE, SEX STEREOTYPES FY80, OCTOBER 1, 1979 TO SEPTEMBER 30, 1980 2-80-V-IC *LP V, *L 21075.26, *SP 58500, *T 79575.26 117,119,134,135,138

1149. IN8CCCC2 PROPOSAL HARRIS, ROBERT C. VOCATIONAL EDUCATION INFORMATION SERVICES. INDIANA UNIVERSITY, BLOOMINGTON. VOCATIONAL EDUCATION, INFORMATION SERVICES, INFORMATION STORAGE, INFORMATION RETRIEVAL, INFORMATION DISSEMINATION, INTERAGENCY COORDINATION, PAMPHLETS, NEWSLETTERS INDIANA,VEIS,VOCATIONAL EDUCATION INFORMATION SERVICES FY80, OCTOBER 1, 1979 TO SEPTEMBER 30, 1980 3-80-III-14 *LP III, 131,134, *L 44781.23, *SP 106116.67, *T 150897.90 117,120,121,108,133,134,135,136,137,138

1150. IN800003 PROPOSAL WEST, BILL R. COORDINATION AND IMPLEMENTATION OF A SYSTEM FOR HUMAN RESOURCES DEVELOPMENT IN PBVE. INDIANA UNIVERSITY, INDIANAPOLIS. RESEARCH AND SPONSORED PROGRAMS. INSERVICE EDUCATION, VOCATIONAL EDUCATION, CURRICULUM DEVELOPMENT, CURRICULUM PLANNING, INSERVICE TEACHER EDUCATION, HANDICAPPED STUDENTS, DISADVANTAGED YOUTH, ARTICULATION (PROGRAM) FY80, OCTOBER 1, 1979 TO SEPTEMBER 30, 1980 5-80-III-5 *LP III, *L 77258, *SP 168170, *T 245428 117,120,133,134,135,136,137

1151. IN800004 PROPOSAL WEST, BILL R. TRAINING OF A CADRE OF PERFORMANCE BASED VOCATIONAL EDUCATION CURRICULUM SPECIALISTS/WRITERS. INDIANA UNIVERSITY, INDIANAPOLIS. RESEARCH AND SPONSORED PROGRAMS. PERFORMANCE BASED EDUCATION, VOCATIONAL EDUCATION, INSERVICE EDUCATION, CURRICULUM DESIGN, TASK ANALYSIS, INSERVICE TEACHER EDUCATION, SCHOOL CADRES FY80, OCTOBER 1, 1979 TO SEPTEMBER 30, 1980 6-80-III-3 *LP III,133, *L 8308, *SP 46792, *T 55100

1152. IN8CCCC5 PROPOSAL WEST, BILL R. DEVELOPMENT OF OCCUPATIONAL MATRICES. INDIANA UNIVERSITY, INDIANAPOLIS. RESEARCH AND SPONSORED PROGRAMS. VOCATIONAL EDUCATION, CURRICULUM DEVELOPMENT, CURRICULUM DESIGN, JOB ANALYSIS, TASK ANALYSIS FY80, OCTOBER 1, 1979 TO SEPTEMBER 30, 1980 7-80-III-3 *LP III, 133, *L 7453, *SP 33000, *T 40453 117,119,133,134,135,136,136,137

1153. IN800006 PROPOSAL WHITKANACK, KEN VU POSTSECONDARY INSTRUCTIONAL LEARNING CONTENT IN PRINTING TASKS. VINCENNES UNIVERSITY, VINCENNES, INDIANA. PRINTING, CURRICULUM DEVELOPMENT, COURSE CONTENT, PROGRAM PLANNING FY80, OCTOBER 1, 1979 TO SEPTEMBER 30, 1980 8-80-III-3 *LP III, 133, *L 4883, *SP 20000, *T 24883 117,119,134,135

1154. IN800007 PROPOSAL HAMILTON, W.H. V-TECS CATALOG DEVELOPMENT IN AGRICULTURAL MECHANICS. PURDUE UNIVERSITY, WEST LAFAYETTE, INDIANA. DEPARTMENT OF EDUCATION. AGRICULTURAL MACHINERY OCCUPATIONS, AGRICULTURAL MACHINERY, JOB ANALYSIS, CURRICULUM DEVELOPMENT, COURSE CONTENT, PERFORMANCE BASED EDUCATION FY80, OCTOBER 1, 1979 TO SEPTEMBER 30, 1980 9-80-III-3 *LP III, 133, *SP 10000, *T 10000 117,119,134,145

1155. IN800008 PROPOSAL RICHARDS, DIANE V-TECS: A JOB INVENTORY STUDY TO IDENTIFY LEARNING CONTENT. NEW EDUCATIONAL DIRECTIONS, INC., CRAWFORDSVILLE, INDIANA. VOCATIONAL EDUCATION, JOB ANALYSIS, EQUIPMENT, FACILITY INVENTORY, CURRICULUM DEVELOPMENT, LEARNING ACTIVITIES FY80, OCTOBER 1, 1979 TO SEPTEMBER 30, 1980 10-80-III-3 *LP III, 133, *L 838, *SF 10000, *T 10838 117,119,134,135

1156. IN800009 PROPOSAL WHITKANACK, KEN VU CATALOG OF OBJECTIVE AND PRINTING ARTICULATION (COPA). VINCENNES UNIVERSITY, VINCENNES, INDIANA. VOCATIONAL EDUCATION, PRINTING, TASK ANALYSIS, EDUCATIONAL OBJECTIVES, ARTICULATION (PROGRAM) VINCENNES UNIVERISITY, COPA, CATALOG OF OBJECTIVE AND PRINTING ARTICULATION FY80, OCTOBER 1, 1979 TO SEPTEMBER 30, 1980 11-80-III-3 *LP III, 133, *L 1577, *SF 10000, *T 11577 134,135

1157. IN800010 PROPOSAL CARTER, MEREDITH L. CURRICULUM ARTICULATION BETWEEN SECONDARY AND POSTSECONDARY LEVELS. INDIANA VOCATIONAL TECHNICAL COLLEGE, INDIANAPOLIS. VOCATIONAL EDUCATION, SECONDARY EDUCATION, POSTSECONDARY EDUCATION, ARTICULATION (PROGRAM), CURRICULUM DEVELOPMENT, PERFORMANCE BASED EDUCATION FY80, OCTOBER 1, 1979 TO SEPTEMBER 30, 1980 12-80-III-3 *LP III, 133, *L 9965, *SF 35000, *T 44965 117,119,134,135

1158. IN800011 PROPOSAL HANKENHOFF, BEVERLY LOCAL IMPLEMENTATION OF PERFORMANCE-BASED CURRICULUM. NEW CASTLE COMMUNITY SCHOOL CORPORATION, INDIANA. VOCATIONAL EDUCATION, PERFORMANCE BASED EDUCATION, PERFORMANCE CRITERIA, PERFORMANCE TESTS,OCCUPATIONAL TESTS, INSERVICE TRAINING, ARTICULATION (PROGRAM), STUDENT PLACEMENT FY80, OCTOBER 1, 1979 TO SEPTEMBER 30, 1980 13-80-III-3 *LP III, 133, *L 5672, *SF 38176, *T 43848 117,134,135,120

1159. IN800012 PROPOSAL KEISER, JERRY C. DEVELOP AND IMPLEMENT A PERFORMANCE BASED PROGRAM IN AUTO MECHANICS. INDIANA VOCATIONAL TECHNICAL COLLEGE, LAFAYETTE, INDIANA. AUTO MECHANICS, PERFORMANCE BASED EDUCATION, CURRICULUM DEVELOPMENT, TASK ANALYSIS, LEARNING ACTIVITIES, COURSE CONTENT FY80, OCTOBER 1, 1979 TO SEPTEMBER 30, 1980 14-80-III-3 *LP III, 133, *L 500, *SF 4000, *T 4500 117,119,135

1160. IN800013 PROPOSAL THOMPSON, JAMES L. DEVELOP AND IMPLEMEN. A PERFORMANCE BASED PROGRAM IN AUTO MECHNAICS. TIPPECANOE SCHOOL CORPORATION, LAFAYETTE, INDIANA. VOCATIONAL EDUCATION, PERFORMANCE BASED EDUCATION, AUTO MECHANICS FY80, OCTOBER 1, 1979 TO SEPTEMBER 30, 1980 15-80-III-3 *LP III, 133, *L 500, *SF 4000, *T 4500 119,117,134

1161. IN800014 PROPOSAL MACOMEN, JOHN; KISER, JERRY DEVELOP AND IMPLEMENT A PERFORMANCE BASED PROGRAM IN AUTO MECHANICS. AREA 10 VOCATIONAL COOPERATIVE, MONTICELLO, INDIANA. VOCATIONAL EDUCATION, PERFORMANCE BASED EDUCATION, CURRICULUM DEVELOPMENT, PERFORMANCE TESTS, TASK ANALYSIS FY80, OCTOBER 1, 1979 TO SEPTEMBER 30, 1980 16-80-III-3 *LP III, 133, *L 500, *SF 4000, *T 4500 117,119,134,135

1162. IN800015 PROPOSAL OVERTON, CAMILA IMPLEMENTATION OF PEVE MATERIALS IN BUSINESS AREA. NORTH DAVIESS COUNTY COMMUNITY SCHOOLS, ELNORA, INDIANA. VOCATIONAL EDUCATION, BUSINESS EDUCATION, PERFORMANCE BASED EDUCATION, OFFICE OCCUPATIONS EDUCATION, INSTRUCTIONAL MATERIALS, CURRICULUM DEVELOPMENT FY80, OCTOBER 1, 1979 TO SEPTEMBER 30, 1980 18-80-III-3 *LP III, 133, *L 500, *SF 4000, *T 4500 117,119,134,135

1163. IN800016 PROPOSAL SCHWEINARTH, JILL IMPLEMENTATION OF PEVE MATERIALS IN A HEALTH OCCUPATIONS PROGRAM. TWIN RIVERS VOCATIONAL AREA AND SOUTH KNOX SCHOOL CORPORATION, MONROE CITY,INDIANA. HEALTH OCCUPATIONS EDUCATION, PERFORMANCE BASED EDUCATON, CURRICULUM DEVELOPMENT, INSTRUCTIONAL MATERIALS FY80, OCTOBER 1, 1979 TO SEPTEMBER 30, 1980 19-80-III-3 *LP III, 133, *L 533.96, *SF 4031.79, *T 4585.75 117,119,134

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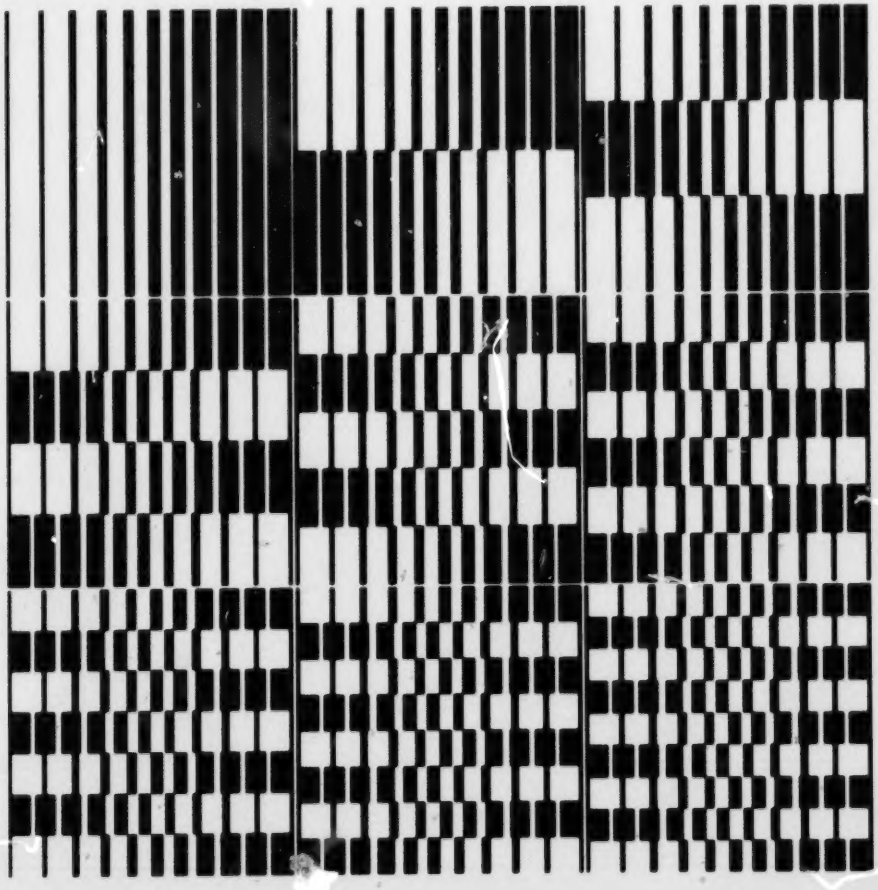

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